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REPORT RESUMES

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EDUCATIONAL ACHIEVEMENT AND ASPIRATIONS OF UNDERGRADUATE MARRIED STUDENTS AS COMPARED TO UNDERGRADUATE UNMARRIED STUDENTS, WITH ANALYSIS OF CERTAIN ASSOCIATED VARIABLES.

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A COMPARISON WAS MADE OF THE ACHIEVEMENTS AND ASPIRATIONS OF UN DERGRADUATE MARRIED STUDENTS WITH THOSE OF UNDERGRADUATE UNMARRIED STUDENTS. THE STUDY OBJECTIVES WERE (1) TO DETERMINE TO WHAT EXTENT MARRIED MEN AND WOMEN UNDERGRADUATE COLLEGE STUDENTS DIFFER FROM UNMARRIED STUDENTS IN ACADEMIC ACHIEVEMENT, STATED ATTITUDES TOWARD THEIR EDUCATION AND EDUCATIONAL-VOCATIONAL GOALS, AND ASSOCIATED SOCIOPSYCHOLOGICAL VARIABLES AND (2) TO ASCERTAIN THE EXPRESSED ATTITUDE OF WOMEN AND THEIR HUSBANDS TOWARD THE FUTURE EDUCATION OF BOTH MEMBERS OF THE MARRIED PAIR. THE STRATIFIED RANDOM SAMPLE OF MARRIED STUDENTS CONSISTED OF 109 MARRIED MEN AND WOMEN, AND THE STRATIFIED SAMPLE OF SINGLE STUDENTS CONSISTED OF 47 SINGLE MEN AND 55 SINGLE WOMEN. THE STERN ACTIVITIES INDEX WAS USED TO MEASURE PERSONALITY NEEDS. SEMISTRUCTURED INTERVIEWS WERE CONDUCTED WITH A RANDOM SAMPLE OF 17 MARRIED COUPLES, 12 SINGLE WOMEN, AND 13 SINGLE MEN. RECORDS OF THE ACADEMIC GRADES DURING THE PRECEDING SEMESTER WERE OBTAINED FOR ALL OF THE STUDY POPULATION. SIGNIFICANT DIFFERENCES WERE FOUND FOR CERTAIN MEASURED PERSONALITY TRAITS AND VARIABLES RELATED TO (1) EDUCATIONAL VALUES, GOALS, AND ATTITUDES, (2) FAMILY BACKGROUND, CURRENT LIFE SITUATION, (3) DATING AND COURTSHIP, AND (4) PERCEIVED SATISFACTION. SIGNIFICANT DIFFERENCES ARE DETAILED IN THE REPORT. (HB)

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EDUCATIONAL ACHIEVEMENT AND ASPIRATIONS OF UNDERGRADUATE MARRIED STUDENTS AS COMPARED TO UNDERGRADUATE UNMARRIED STUDENTS, WITH ANALYSIS OF CERTAIN ASSOCIATED VARIABLES

COOPERATIVE RESEARCH PROJECT NO. 961

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Syracuse, New York

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FOREWORD

This study, made possible by a cooperative research grant by the U.S. Office of Education to Syracuse University, has had two project directors. Dr. Chilman initiated the project and was its director from its inception in the fall of 1960 until the fall of 1961, Dr. Meyer, during this period, was statistical consultant to the project. Since Dr. Chilman obtained leave from Syracuse University in September, 1961, Dr. Meyer assumed the directorship of the project from that time until its completion in the spring of 1963.

Both Drs. Chilman and Meyer, however, worked in close cooperation on this project from its inception until its termination.

We would like to particularly recognize the role of Dean Barbara Griggs of the College of Home Economics, Syracuse University. She designed and directed the pilot study on which this larger project was based. She also served as a consultant from time to time during the course of this study.

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Errata

Page 12, line 6. Two percent should be 63 percent.

Pages 20-23, heading of Table I. The words "Marital Status" should be substituted for the word "Sex".

Page 229 Section on Interviews. Line 3 of that section should read "Their wives were present in nearly all instances".

Page 245. Second paragraph; last sentence. Should read " ... income was seriously inadequate", (not "inadequate".)

STATEMENT OF PROBLEM AND RELATED RESEARCH

CHAPTER I

This study of married undergraduate students was undertaken primarily because there is a widespread tendency today for young men and women to marry before they finish college. As of October 1961, an estimated 11 per cent[1] of the undergraduates under age 22 in this country were combining matrimony with higher education.

There is a colorful spectrum of excited opinion about this phenomenon, but very little precise evidence as to how married students actually get along in their personal as well as their academic lives. Studies have shown that married undergraduates get as good grades or better ones than do their single counterparts, but aside from a study by Foreman[2] there is a dearth of research on other educational, social, economic, and psychological issues relevant to the marital status of college students. Research has been particularly lacking that was carefully designed to compare a random sample of married to single students and to compare men and women in the wed and unwed groups.

Young people, parents, and college administrators need more objective evidence on which to base their planning. This study was designed to provide some of this evidence.

It cannot, of course, come up with all of the answers. It should, however, shed further light on a number of crucial factors related to the issue of undergraduate marriage.

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[1] Bureau of the Census, Current Population Reports; July 11, 1962; Series P-20, No. 117, Washington 25, D. C.

[2] Clyde M. Foreman. Levels of Aspiration and Marital Status on the College Campus, unpublished dissertation, University of Washington, 1957. Doctoral Dissertation Series. Publication No. 22, 164.

Behavior of the young and the concomitant attitudes of their elders has been a perennial source of friction in human history. While increasing numbers of undergraduates briskly marry, their parents and professors view with alarm and make official pronouncements as to how youth is going "straight to hell" this time. These sage warnings of doom lead to many of the questions explored in this study.

Margaret Mead is one of the leading proponents of the theory that undergraduate marriage is not compatible with deep scholarly involvement. Young people, she believes, should have an academic moratorium from matrimonial involvements so that they can single-mindedly give themselves to matters of the mind. Other college professors, and administrators, find the spectacle of text books trundled in baby carriages and term papers intermingled with the dirty dinner dishes distinctly unnerving.

College counselors frequently report an alarming rate of academic problems interwoven with marital ones. They and other college personnel specialists report that bright young women of high academic promise stop school in order to get married and support their husbands. It is claimed that these half-educated wives in later life prove to be dull companions to the husbands they helped to educate. The latter, it is said, often divorce these early helpmates and seek wives who had the sense to defer marriage until after they finished their education.

It is also claimed that young people rush into college marriages because: (a) their mothers pushed them into a premature social life in the 4th or 5th grade, (b) they are a fearful, spineless lot who seek the security of a domestic nest, basically looking for parent-substitutes, or (c) they are unable to control their sex impulses because they live in an undisciplined, sex-mad society. Many observers of the young

American female also hold that she is obsessed with the fear that she "won't get her man" and that all other considerations are tossed aside in her pursuit of a wedding ring. Her basic reason for going to college, according to some savants, is to do her shopping in a kind of matrimonial supermarket where the produce is fresh, plentiful, and of high quality. Anxieties brought on by the age of nuclear-fission, automation, and world upheaval are also blamed for the prevalence of college marriages.

Other commentators on the academic scene hold that young people today are more mature: physically, psychologically, and socially than their parents were. They are therefore developmentally ready for marriage at an earlier age. The academic success of many married veterans, according to some, created a model for students and college administrators of the excellent possibility of combining legal love and learning. The settling effects of marriage on once frolicsome boys and girls has been remarked upon by some academicians.

Since parents and students do not crash the communications media as frequently as do deans and professors it has been difficult to know what their views are on the subject of undergraduate marriage. Many of the students are, quite clearly, for it. Whether parents approve or are simply presented with an immovable psycho-social-biological force has not been known. This study explores this, among other issues.

Because of the widespread extent of undergraduate marriage, because of the need for objective evidence of to the causes and effects of this on both men and women, because of the growing need for a highly educated population, because of the confusion over whether scholarship, and matrimony, can be effectively combined; this study was undertaken.

Objectives

The major questions which this study seeks to answer are as follows:

1. Do married men and women undergraduate college students differ

significantly from unmarried men and women undergraduate college students in reference to academic achievement, stated attitudes toward their education, and educational-vocational goals?

2. What is the expressed attitude of women and their husbands toward the future education of both members of the married pair? Do married students differ significantly from single students in their expressed attitudes toward education and educational goals for themselves and their mates? Do married women students differ from married women non-students, but whose husbands are in college, in reference to expressed attitudes toward education and educational goals?

3. What is the educational status and level of the wives of married men students?

4. In what ways do married and unmarried students differ in reference to their own statements on these factors: time available for and spent in study, recreation, and sleep; self-judged adequacy of study conditions; time spent and amount of money earned in employment during academic year and summer?

5. In what ways do married students differ from unmarried students in reference to sources, amount, and perceived adequacy of income?

6. How do married students who are parents differ from those who are not parents, and from unmarried students, in reference to educational achievement, attitudes, and goals; source, amount, and adequacy of income; and time for, and conditions of, study? How is child-care managed by parent-students?

7. Under what conditions do married women continue their education?

8. Is there a difference between married students and unmarried students in reference to their self-perceived level of satisfaction with their present life situation?

9. What reasons do single students give for deferring marriage and married students for getting married?

10. In what ways do married students differ from unmarried students in reference to veteran status, age, socio-economic level of parents, age of pubescence, and other developmental factors?

11. Are the measured personality needs of married men and women students different from those of unmarried men and women students?

Questions 10, and 11, were asked on the assumption that background factors and personality needs **may** be related to the decision to marry and go to college at the same time. They were also posed because findings associated with questions 1 to 9 might be more associated with such factors as socio-economic level than with marriage as such.

Basic hypotheses, such as the following, were developed:

1. There is no significant difference between married undergraduate and unmarried undergraduate college students in reference to educational achievement, goals, and attitudes for themselves and for their mates, or, in reference to single students for their prospective mates.

2. There is no significant difference between these two groups of students in reference to self-rated adequacy of time for and conditions of study and recreation, and time for sleep.

3. There is no significant difference between these two groups of students in reference to source, perceived adequacy, and amount of income.

4. There is no significant difference between these two groups of students in reference to: age; socio-economic level of their parents; age at pubescence; developmental history, and measured personality needs.

5. There is no significant difference between these two groups in reference to self-rated level of satisfaction with their current life situation.

It may be observed that these hypotheses are basically related to four major areas: educational-vocational, current life situation, family background, and personality characteristics.

Hypotheses, such as the above, were devised for a number of comparative sub-groups. They were: single men vs. married men; single women vs. married women; married men vs. married women; married couples with and without children; men students vs. women students; older married students vs. younger married students; wives who were students vs. non-student wives; students who were very young at the time of marriage vs. students who were older; students who rated their marriage as happy vs. students who rated it as unhappy, etc.

Other Related Research

Following is a summary of previous research studies on the subject of college marriages.

According to Reimer, a Wisconsin study done in 1946 revealed that the divorce rate during the first few years of college was lower than that among the educated adult public generally.[3]

A study of 544 couples at Michigan State University in 1947 indicated that married students have a better grade average than the undergraduate group, and that according to their own statements, they have a greater sense of security. The men queried felt that marriage was a help rather than a hindrance in college life. Ninety-five per cent of these couples gave rating statements "happy" or "very happy" in appraising their marriage.[4]

Philbrick and Christensen found at Purdue University in 1949 that three-fourths of student couples questioned said they would marry when they were in college if they were to do it over again. One-fourth of the group felt that the difficulties of making a living, of finding housing, and of doing satisfactory college work offered too great a handicap.[5]

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[3] Svend Reimer. "Married Students are Good Students." Marriage and Family Living, 9:11-12, February, 1947.

[4] Judson T. and Mary G. Landis. Reading in Marriage. New York: Prentice-Hall, 1952, pp. 114-16.

The three studies cited above refer, of course, to an older student population, for the most part largely composed of veterans.

Jensen and Clark in a 1958 study of married and unmarried students found that married and single students who had been equated according to age were approximately of equal scholastic ability in terms of the mean scores on the ACE. There was no significant difference in average grades obtained in college by single and married students.[6] The single students were significantly higher in feminine interest scores as measured by the **Minnesota** Multiphasic Personality Inventory. There was no significant difference between the two groups on other Inventory items. The subjects of this study were 36 married and 36 single men selected from the 1957 graduating class at Brigham Young University.

A study by Jones[7] of 75 married and 75 unmarried students chosen at random and matched on age and sex revealed the following:

1. The married undergraduate college students rated significantly higher on the Inventory of Affective Tolerance than the unmarried students.
2. On the Mooney Problem Check List, unmarried students checked a significantly higher number of problems than married students.

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[5] Harold T. Christensen and Robert E. Philbrick. "Family Size as a Factor of Marital Adjustment of College Students." American Sociological Review, 17: 306-12, June 1952.

[6] V. H. Jensen and M. H. Clark. "Married and Unmarried College Students: Achievement, Ability, Personality." Personnel and Guidance Journal, 37:123-25, October 1958.

[7] W. R. Jones, "Affective Tolerance and Typical Problems of Married and Unmarried College Students." Personnel and Guidance Journal, 37: 126-28, October 1958.

3. Married students expressed most concern over present problems while unmarried students appeared to be thinking more seriously about future problems. The only problem category that revealed a significantly higher score for unmarried students was in the area of courtship.

The author states that on the basis of the evidence, it appears that married undergraduate students are better able to cope with emotional problems than unmarried students as determined by the above testing instruments.

The following study may relate to the proposed research in relation to college women. In a 1955 study of the life plans of 677 freshmen and sophomore women from 15 colleges and universities, this general conclusion was drawn, "There is little evidence of personal ambition on the part of women students with reference to accomplishment outside the orbit of home and family." Few felt that they owed a debt to society along the lines of intellectual productivity by reason of their having had the advantages of higher education.[8]

Clyde Melville Foreman did a 1957 study (an unpublished doctoral dissertation) entitled "Levels of Aspiration and Marital Status on the College Campus."[9] This research did not become known to the author of this study until some months after the current project was launched. It is similar, in a number of, but not all respects to the present project.

Foreman's research involved 75 married couples under the age of 26 and 210 unmarried men and women (drawn, partially at random) who were in attendance as undergraduates at Seattle Pacific College in 1956. A questionnaire was used directed towards an inquiry into the following areas: economic and employment status, vocational aspirations of both men and women, academic aspirations and achievement, life goals, family background, and dating history. No attempt was made to measure personality needs or to interview students.

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[8] Jane Berry. "Life Plans of College Women." _Journal of National Association of Women Deans and Counselors_, January 1955.

[9] Clyde M. Foreman. _op. cit._, p. 1.

Foreman's findings will be compared in detail to those of the authors of this study in a later chapter. A brief summary of them are also presented here.

The students were all white Protestants. The mean age of the married men was 23.4 and of the wives, 22.9. The mean age of single men was 21.0 and of single women, 19.6. The age of the wives, at marriage was 21.2 and of the husbands, 21.8. (Their mean age at marriage was over a year older than that for the average woman in the general population.) The men married at about the average age for the general population.

The married males evidenced higher academic aspirations than did the single men, but the reverse was true of the married compared to the single women. The vocational aims of the husbands were more crystallized than those of the single men, whereas the single women were more career oriented than were the wives. The married men and women students had more clearly defined life goals than did the single ones.

The married men come from a significantly higher number of homes broken by the death of the father than was true of the single men. The husbands and wives had achieved significantly earlier economic independence than had the unmarried students.

The two marital groups came from essentially the same kind of backgrounds in reference to education and occupation of parents.

Half of the married men had wed before they came to college and had considerable work experience before college entrance. They had significantly higher vocational aspirations and stronger education commitments than did the other married men and single students.

The girls who had received the most encouragement from their parents to date boys were found to be largely in the unmarried group.

An earlier unpublished pilot study by Chilman and Griggs of married graduate and undergraduate students at Syracuse University in 1958 lead to the present project. The results of this early study are not reported because the authors believe the results are biased since only 63 per cent of the questionnaires were returned and only students in the University Married Student Housing Project were included.

Procedures

Sample

This study was limited to a stratified random sample of married and single undergraduate students at Syracuse University in the fall semester of 1960. Stratification was on the basis of sex distribution and college class membership in the total undergraduate student population. This research was conceived as a pilot project, with the recognition that a broader study, based on a random national sample of colleges and universities, in general, would have broader application. Findings emerging from this project may provide hypotheses for a more extensive investigation of this kind.

The reasons for selecting Syracuse University for this pilot study are as follows:

1. It is a large university with a student population that might be considered fairly typical of coeducational colleges and universities in the northeast. Syracuse, as a community, has frequently been chosen for purposes of social-economic-psychological research because it is recognized as being fairly representative of the northeast region of the United States.

2. The investigator is on the faculty of Syracuse University and thus has a working knowledge of the University and the community which should

facilitate the study.

A stratified random sample of all full-time married undergraduate students was drawn from the total population of all such students registered at Syracuse University in the fall semester of 1960. Stratification of the sample was on the basis of college class and sex.

One hundred and nine married men and women students comprised the sample, which represented about 20 per cent of the total undergraduate married population of 425 out of a total undergraduate student body of 7,379. Since each married student had a spouse, the sample of married students totaled somewhat over 200 people. Table 1 shows the number of students, by sex, in each college class group. Since each married student had a mate, the totals in Table 1, below, should be doubled, to learn the total number of people who were studied.

Single students also were drawn as members of a stratified random sample. Forty-seven single men and 55 single women comprised this sample. (See Table i.)

TABLE i.

COMPOSITION BY COLLEGE CLASS AND SEX OF THE STRATIFIED RANDOM SAMPLES OF UNDERGRADUATE MARRIED AND UNDERGRADUATE SINGLE STUDENTS COMPRISING THE STUDY POPULATION

	Married		Single	
	Men	Women	Men	Women
Freshman	5	1	14	17
Sophomore	9	4	13	17
Junior	10	9	9	12
Senior	50	18	11	9
Other	-	3	-	-
TOTAL	74	35	47	55

Questionnaires and pencil and paper personality tests were personally distributed by the principal investigator and field workers to the members of the sample. They were then personally collected by said personnel. (This method was used because past experience on a similar early study revealed about a 2 per cent return of mailed questionnaires.) Reaching the members of the sample and getting the questionnaires and personality tests returned proved to be an exceptionally difficult task. Although 98 per cent of those persons approached promised to cooperate, it was difficult to contact them in the first instance and even more difficult to collect the completed work.

The married students were, in general, easier to reach than the single ones even though many lived at some distance from the campus. (Some commuted from villages over 20 miles distant; some lived in rural trailer parks; some in apartments scattered throughout the city; some on farms; and some in the University-provided married student housing.) The chief reasons that married students were easier to reach is that: (a) non-student wives of men students were often at home and (b) both husbands and wives appeared to lead less active social lives than did the single students. It was fairly typical for wives to readily promise that they and their husbands would cooperate in the study and also for them to firmly "see to it" that their spouses completed their questionnaires and tests.

The majority of single males in the sample were extremely hard to locate, though most of them lived on the campus. It is probably noteworthy that no one (fellow students; the Dean of Men; and professors) seemed to know whether some of them were still in college. Many of them lived in very large dormitories housing 400 or more students. Many of these single men students seemed to never be in their rooms, no matter how late or early one called either in person or by telephone. In desperation one of our middle-aged women investigators hit on the device of leaving faintly seductive messages that "Janie had called and was 'dying' for a return call." This brought better results than other efforts! The principal investigator pursuing her quarry at a fraternity house where the subject had promised to receive the questionnaire was well-doused in an inter-fraternity water fight as she approached the premises, despite the fact that she was known to be a faculty member. Even the graduate student male field workers were impressed with the disorganized, apparently anonymous lives that a number of the single men undergraduates appeared to live. This is not meant as a criticism of Syracuse University; this type of situation probably exists for undergraduate men at most city-centered large universities.

Single women students also proved to be elusive, but not so much so as their male counterparts. They also tended to complete and return their work more promptly than did the single men.

Reaching the sample members and getting their replies took five months of strenuous effort. The original random sample had to be amplified by drawing more student names at random because of dropouts of both marrieds and singles, as well as "mysterious disappearances." Some of the students, moreover, graduated in January and left the campus before they could be reached. Not quite all of the correspondents completed the personality tests. The rate of dropout was not higher for the marrieds than the unmarrieds, but more marrieds graduated in January than did singles.

Instruments for Collecting Data

Questionnaires comprising 115 multiple choice items were devised. They were appropriately adjusted in wording for married and single respondents and for men ~~and men~~ and women. Code numbers were assigned to them and to the personality tests so that they could remain anonymous and yet checks could be made as to who had received and returned them. Married couples were assigned the same number so that it was possible to determine married pairs. The wife had an "a" after her number so that her personality test could be distinguished from that of her husband. (A record was kept of names of students and their code numbers. This record was kept in a locked file and destroyed upon the completion of the study.) Copies of these questionnaires may be found in the appendix.

Questionnaires were first tested for reliability on married and single men and women students (80 altogether). These students were asked to fill out the questionnaires on two occasions, once in November, 1960, and again in January, 1961. Reliability was checked item by item and overall reliability was found to be .83. Some items were adjusted because it was learned that certain questions were ambiguous in the estimation of the respondents. For instance, students stated that they could not rate their happiness over the period of a whole semester, but could do this for the preceding week.

The Stern's Activities Index, a forced choice paper and pencil test, was used to measure personality needs. This test, based on Murray's concepts of psychogenic needs, has a reliability of .70. It has been validated against projective tests and clinical judgments derived from interviews. It measures 30 psychogenic needs which can be depicted in a circumplex model of "statistically and theoretically inter-related clusters of such needs." The dimensions of this model ranges from the outgoing, sociable personality type to the assertive-impulsive, the hostile-negative, to the cautious-controlled.

Another source of information was that of semi-structured interviews conducted with a random sample of the men and women single and married students in the study population. Seventeen married couples, 12 single women, and 13 single men were interviewed by a staff of three persons made up of a counseling psychologist and two professionally trained social workers who had extensive experience in family counselling. An outline was prepared for these interviews. It included an item asking for a clinical assessment of the subject's outstanding personality characteristics and level of functioning. (See the appendix for a copy of this outline.)

Records of the academic grades during the preceding semester were obtained on all of the study population. It proved to be impossible to obtain college board and other standardized test scores on the students because such a high number (especially the married ones) had transferred from other colleges.

Methods of Statistical Analysis

The t-test of means was used in the analysis of scores obtained by the various groups on the Activities Index.

The questionnaire group responses were analyzed by means of contingency analysis utilizing the chi-square test.

Limitations of the Study

The chief limitation of this study lies in the fact that it was carried out only at Syracuse University. Findings cannot, therefore, be generalized to other colleges and universities. Other large universities located in an urban setting in the northeastern United States would probably be in the best position to (with caution) apply the findings to their own institutions.

Limitations are, of course, inherent in studies that attempt to tap aspirations, attitudes, personality needs, states of feeling, and personal history. Questions related to sex behavior may also bring ambiguous results. The oft-noted tendency of subjects to answer in the light of cultural expectations and wishful thinking is bound to influence a study of this kind. Some questions relate to feelings and behaviors that may well have been repressed by the subjects so that the full reality of their past and present situation is not known to them, much less to the researcher. Data relating to aspirations, attitudes, feelings, and individual development has to be modified, therefore, to read,"as perceived and as answered" by the subjects.

MEASURED PERSONALITY CHARACTERISTICS OF MARRIED AND SINGLE MEN AND WOMEN

CHAPTER II

The results of the analysis of the Activities Index are reported in this chapter. Some of the questions investigated were:

1. Are differences in various aspects of life situations (domestic and academic) associated with the kinds of people involved? That is, are obtained differences related largely to the fact of marriage and college attendance or are they also associated with the personality traits of people who go to college while married? Do certain personality "types" tend to take on the perils and pleasures of matrimony and undergraduate study, simultaneously?

2. How do the personality needs of married women students differ from the personality needs of married men students; from those of single women students, and from wives who are not students? Do women who marry before they are 20 differ in personality needs from women who marry at an older age?

3. How do the personality needs of married men students differ from those of single men students? Are early marrying males a different kind of "personality species" than later marrying males?

These questions are related to the vast amount of speculation that is presently rife over the fact of undergraduate student marriage. Observers of the academic drama tend to perceive that which their own bias have told them they should find. Thus, there are a wide assortment of claims, such as:

1. Students who marry and go to (undergraduate) college at the same time are dependent spoiled children who can't wait for the marital dessert until they have finished the curricular carrots.

2. Effeminate husbands are passively pursuing pedogogical esoteria while their mannish wives industriously support them.

3. Married undergraduates lack deep scholarly interests and are

superficially skimming text books with one eye on the books while the other roves from washing machine to vacuum cleaner to bedroom.

4. Young women who marry while in college are frivolous anti-intellectuals who attended school with a major in husband-catching.

5. Married students are more seriously involved with their studies than are single undergraduates because they have a steadying sense of purpose--the purpose, however, being more vocational than "purely" educational.

6. Undergraduates who plunge into marriage are basically insecure, dependent youngsters whose deep sense of being unloveable drives them to marry a "substitute parent"--who often turns out to have the same problem. The two then, supposedly, seek the often meager comfort of a generally overburdened Alma Mater.

7. Married undergraduates are impulsive, weak products of an age characterized by careless parents, sexual temptations, and general hedonism. Many marry to legitimize the coming baby--or at least the baby that would be coming if the couple weren't either foresighted or lucky.

What are these undergraduates actually like, as personalities? Within limits of the population studied, the instruments used, and the necessity for a "composite group portrait," certain data are available. Much, obviously, is missing from the picture, but a more objective statement (free from self-invested perception) is made possible.

The basic null hypothesis developed for this section of the study is:

There is no significant difference between married and single undergraduate students at Syracuse University in reference to personality needs as measured by the Stern's Activities Index.

The above hypothesis was applied to the following eleven groups.

1. Married men students compared to single men students.
2. Married women compared to single women students.
3. Wives who are students compared to single women students.

4. Women under age 20 at marriage compared to women over age 20.
5. Husband students over age 24 compared to husband students under that age.
6. Men married at less than age 22 compared to men married at more than age 22.
7. Married men compared to married women.
8. Single men compared to single women.
9. Wives who are students compared to wives who are not students and are not college graduates.
10. Single women compared to wives under age 24.
11. Single men compared to husbands under age 24.

The t-test of significant difference was used to analyze the data obtained from the Stern's Activities Index. This test, described fully in the appendix is a 300-item forced-choice group-administered test based on Murray's Concepts of Psychogenic Needs. Thirty different needs are measured, with ten items applying to each need-score. Hence, the highest obtainable score on any "need" is 10. The needs are further concentrated into a "cluster" of statistically and theoretically inter-related needs. These needs and their clusters are plotted on a circumplex model which has been based on the concept of a circular continuity of personality types: ranging from the sociable (cooperative-composed) to the individualistic, (assertive-impulsive) to the overly repressed (submissive-restrained). Inspection of the illustrated circumplex in the appendix will clarify these concepts.

Table I shows the scale scores (i.e., scores for each of the 30 personality needs) obtained by married and single men. All but a few of the men were undergraduate students (some were in the study population because their wives were attending college even though they were not).

TABLE I

MEAN PERSONALITY NEED SCORES OF MARRIED AND SINGLE UNDERGRADUATE STUDENTS ACCORDING TO SEX

Need Scores	Single Men (N = 47)	Married Men (N = 92)
Abasement		
$\bar{X}$	3.99	3.62
S.D.	1.63	1.95
Achievement		
$\bar{X}$	5.75	6.73*
S.D.	2.49	2.56
Adaptation		
$\bar{X}$	4.98	5.06
S.D.	2.27	2.31
Affiliation		
$\bar{X}$	7.00*	5.49
S.D.	3.09	2.92
Aggression		
$\bar{X}$	4.71	4.87
S.D.	2.90	2.20
Change		
$\bar{X}$	5.41	5.34
S.D.	2.66	2.21
Conjunctivity		
$\bar{X}$	5.43	5.69
S.D.	2.48	2.34
Counteraction		
$\bar{X}$	6.40	6.57
S.D.	2.54	2.25
Deference		
$\bar{X}$	5.77	6.37
S.D.	3.47	2.12

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE I (Continued)

MEAN PERSONALITY NEED SCORES OF MARRIED AND SINGLE UNDERGRADUATE STUDENTS ACCORDING TO SEX

Need Scores	Single Men (N = 47)	Married Men (N = 92)
Domination		
$\overline{X}$	7.44	7.07
S.D.	2.05	2.31
Ego-Achievement		
$\overline{X}$	5.53	5.90
S.D.	2.69	2.82
Emotionality		
$\overline{X}$	3.90*	3.22
S.D.	2.00	1.69
Energy		
$\overline{X}$	6.55	6.89
S.D.	1.78	1.80
Exhibitionism		
$\overline{X}$	4.79*	3.78
S.D.	2.77	2.46
Fantasied Achievement		
$\overline{X}$	4.13	3.18
S.D.	2.35	2.28
Harmavoidance		
$\overline{X}$	4.34	4.37
S.D.	2.53	2.74
Humanism		
$\overline{X}$	5.24	6.27*
S.D.	2.74	2.62

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE I (Continued)

MEAN PERSONALITY NEED SCORES OF MARRIED
AND SINGLE UNDERGRADUATE STUDENTS ACCORDING TO SEX

Need Scores	Single Men (N = 47)	Married Men (N = 92)
Impulsivity		
X̄	5.45	5.41
S.D.	1.75	1.78
Narcissism		
X̄	4.79*	3.71
S.D.	2.26	1.89
Nurturance		
X̄	6.19	5.65
S.D.	2.87	2.54
Objectivity		
X̄	9.31	8.93
S.D.	.09	1.51
Order		
X̄	5.58	4.64
S.D.	2.98	2.95
Play		
X̄	6.00*	4.57
S.D.	2.67	2.42
Pragmatism		
X̄	6.76	6.86
S.D.	2.47	2.04
Reflectiveness		
X̄	6.32	6.85
S.D.	2.31	2.31

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE I (Continued)

MEAN PERSONALITY NEED SCORES OF MARRIED AND SINGLE UNDERGRADUATE STUDENTS ACCORDING TO SEX

Need Scores	Single Men (N = 47)	Married Men (N = 92)
Scientism		
$\bar{X}$	5.85	6.96*
S.D.	3.31	2.22
Sentience		
$\bar{X}$	4.54	4.26
S.D.	1.72	1.88
Sex		
$\bar{X}$	4.81**	3.38
S.D.	2.41	2.11
Succorance		
$\bar{X}$	6.53**	5.25
S.D.	3.34	2.13
Understanding		
$\bar{X}$	6.19	7.17**
S.D.	2.90	1.57

* 5 per cent level of confidence
** 1 per cent level of confidence

Table I indicates that the married men had significantly higher measured needs than did the single men for achievement, humanism, scientism, and understanding. The single men had significantly higher measured needs for affiliation, emotionality, exhibitionism, narcissism, sex, succorance, and play.

A word should be said about the need, sex. Items related to this are more concerned with a romantic, generalized interest in boy-girl affairs than a need for direct physical expression. Items of the latter type were omitted because of their probable threatening nature to subjects--and to publishers. "Dating and courtship" would perhaps be a more descriptive term for this need than the word, "sex." Succorance, as defined by the author of the Activities Index relates to dependence on others for love, assistance, and protection. Humanism is defined as a need related to introspective analysis of social phenomena.

From the above findings, it appears that the married men had significantly higher needs related to intellectual achievement and endeavor, whereas, the single men were more need-oriented to emotional expression and "living it up" socially. One reason for these obtained differences might be that the average age of the husbands was higher than that of the single men. In order to investigate whether age was a more important related variable than marital status, the husbands under age 24 were compared to the bachelors and were also compared to the older married men. Table II presents the results of this analysis of younger husbands compared to older ones.

TABLE II

MEAN PERSONALITY NEEDS SCORES OF TWO GROUPS OF MARRIED MEN STUDENTS: THOSE UNDER AGE 24 AND THOSE OVER AGE 24

Need	Husbands Under Age 24 (N = 28)	Husbands Over Age 24 (N = 64)
Abasement		
$\overline{X}$	4.32*	3.31
S.D.	1.56	2.03
Achievement		
$\overline{X}$	7.20	6.52
S.D.	2.56	2.55
Adaptation		
$\overline{X}$	5.69	4.78
S.D.	2.07	1.90
Affiliation		
$\overline{X}$	5.72	5.39
S.D.	2.78	2.92
Aggression		
$\overline{X}$	5.69*	4.52
S.D.	2.07	2.15
Change		
$\overline{X}$	5.87	5.11
S.D.	1.65	2.38
Conjunctivity		
$\overline{X}$	5.94	5.57
S.D.	2.45	2.15
Counteraction		
$\overline{X}$	6.62	6.54
S.D.	2.30	2.55

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE II (Continued)

MEAN PERSONALITY NEEDS SCORES OF TWO GROUPS OF MARRIED MEN STUDENTS: THOSE UNDER AGE 24 AND THOSE OVER AGE 24

Need	Husbands Under Age 24 (N = 28)	Husbands Over Age 24 (N = 64)
Deference		
$\bar{X}$	6.95	6.11
S.D.	1.41	2.34
Domination		
$\bar{X}$	7.63	6.83
S.D.	1.94	2.39
Ego Achievement		
$\bar{X}$	5.94	5.87
S.D.	2.68	2.90
Emotionality		
$\bar{X}$	3.53	3.07
S.D.	1.61	1.71
Energy		
$\bar{X}$	7.31	6.69
S.D.	2.03	2.00
Exhibitionism		
$\bar{X}$	3.74	3.79
S.D.	2.26	2.55
Fantasied Achievement		
$\bar{X}$	3.92	3.71
S.D.	2.11	2.35
Harmavoidance		
$\bar{X}$	3.67	4.66
S.D.	2.23	2.89

* 5 per cent level of confidence

** 1 per cent level of confidence

TABLE II (Continued)

MEAN PERSONALITY NEEDS SCORES OF TWO GROUPS OF MARRIED MEN STUDENTS: THOSE UNDER AGE 24 AND THOSE OVER AGE 24

Need	Husbands Under Age 24 (N = 28)	Husbands Over Age 24 (N = 64)
Humanism		
X̄	6.41	6.19
S.D.	2.45	2.71
Impulsivity		
X̄	5.65	5.29
S.D.	1.54	1.89
Narcissism		
X̄	4.32*	3.44
S.D.	1.86	1.84
Nurturance		
X̄	6.26	5.37
S.D.	2.36	2.59
Objectivity		
X̄	9.29	8.77
S.D.	2.46	1.73
Order		
X̄	4.79	4.57
S.D.	3.33	2.97
Play		
X̄	4.46	4.60
S.D.	2.57	2.36
Pragmatism		
X̄	7.74*	6.47
S.D.	1.53	2.14

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE II (Continued)

MEAN PERSONALITY NEEDS SCORES OF TWO GROUPS OF MARRIED MEN STUDENTS: THOSE UNDER AGE 24 AND THOSE OVER AGE 24

Need	Husbands Under Age 24 (N = 28)	Husbands Over Age 24 (N = 64)
Reflectiveness		
$\bar{X}$	7.81**	6.42
S.D.	1.86	2.38
Scientism		
$\bar{X}$	7.27	6.39
S.D.	2.67	3.10
Sentience		
$\bar{X}$	4.90	3.98
S.D.	1.62	1.88
Sex		
$\bar{X}$	4.18*	3.03
S.D.	2.40	1.94
Succorance		
$\bar{X}$	5.72	5.05
S.D.	2.15	2.08
Understanding		
$\bar{X}$	7.52	7.02
S.D.	2.84	2.27

Table III presents the mean need scores of single males and younger husbands which proved to be significantly different for these two groups.

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* 5 per cent level of confidence

** 1 per cent level of confidence

TABLE III

SIGNIFICANTLY DIFFERENT MEAN NEEDS SCORES OF TWO GROUPS OF UNDERGRADUATE STUDENTS AT SYRACUSE UNIVERSITY: SINGLE MEN AND HUSBANDS UNDER AGE 24

Needs	Husbands Under Age 24 (N = 28)	Single Men Under Age 24 (N = 47)
Achievement	7.20**	5.75
Deference	6.95**	5.77
Energy	7.31**	6.55
Play	4.46	6.00**
Reflectiveness	7.81**	6.32

* 5 per cent level of confidence
** 1 per cent level of confidence

Husbands _under_ age 24 had significantly higher need scores for abasement, achievement, narcissism, sex, aggression, reflectiveness, and pragmatism than did husbands over age 24. The latter two scores were significantly different at the one per cent confidence level. The term "reflectiveness" needs definition. It refers to introspective preoccupation with private psychological or spiritual experiences. When the "young husbands" are compared to the single men (see Table III), we find that these young married students had significantly higher needs for achievement, deference, energy, and reflectiveness, whereas, the single men had a higher need for play. Needs which approached significance were aggression (t = 1.88), humanism (t = 1.83), and scientism (t = 1.89), with the husbands in each case having the higher score.

The above findings all relate to the question of whether the needs differences between married and single men students relate chiefly to age differentials. Since the "young husbands" had higher needs for narcissism, and sex,than did the older ones and this was also true for single men compared to husbands as a group, it appears that these need differences may be mostly associated with age, rather than marital status. Previous research on changing interests with age would strengthen this position. On the other hand, the higher needs of the single men (compared to all husbands) for emotionality, affiliation, exhibitionism, succorance, and play (all generally found to be related to youth) are not significantly higher for young husbands compared to older husbands. The young married men had needs for scientism and humanism which approached being significantly higher than for the single men; this coupled with their higher needs for reflectiveness, and pragmatism (compared to the older husbands) and their higher needs for reflectiveness, achievement, and energy than the single students leads one to the tentative conclusion that the young married men appear to be more clearly oriented towards intellectualism and academic achievement than are the older husbands or the single men. It also is apparent that single men undergraduates at Syracuse University are more "play-boy" in need orientation than are married men undergraduates, be they over or under age 24. The evidence suggests that Syracuse University men who are married undergraduates have a more serious outlook on academic matters than do the single men; whether this outlook developed along with the responsibilities of marriage or pre-existed the marital state is not known.

Further evidence is presented in Table IV to support the above contention.

TABLE IV

MEAN NEEDS CLUSTER SCORES OF MARRIED AND SINGLE MEN STUDENTS AT SYRACUSE UNIVERSITY

Cluster	Single Men (N = 47)	Married Men Under Age 24 (N = 28)	Married Men Over Age 24 (N = 64)
Critical-independent	16.15	18.04	18.52
Aggressive-ascendent	31.39	31.24	28.16
Demonstrative-emotional	23.49**	22.00	19.16
Outgoing-sociable	36.53	35.28	31.29
Responsive-self-sufficient	19.72	17.70	15.81
Dependent-deferent	20.93	23.22	19.57
Cautious-controlled	16.64	16.13	16.16
Timid-apprehensive	17.38	15.48	18.23
Inhibited-withdrawn	28.07	28.45	32.79
Persistence-striving	35.85	40.53	38.21
Theoretical-intellectual	38.44	44.24	40.68

* 5 per cent level of confidence
** 1 per cent level of confidence

The single men had a significantly higher cluster of needs for demonstrative-emotional behavior than did the young husbands. (Clustered needs between single men and older husbands were not compared.) This finding supports the foregoing observations that, comparatively speaking, the single men appear to be more "play-boy" oriented than the husbands. The needs that make up the demonstrative-emotional clusters are: emotionality, sex, sentience, impulsivity, and exhibitionism. The concept of needs cluster was developed by the author of the Activities Index both theoretically and statistically, through factor analysis.

Inspection of the data in Table V provides further insights in

TABLE V

HIGHEST AND LOWEST AVERAGE MEASURED NEEDS OF MARRIED AND SINGLE MEN STUDENTS AT SYRACUSE UNIVERSITY

Needs	Single Men (N=45)		Needs	Married Men Under Age 24 (N=28)		Needs	Married Men Over Age 24 (N=64)	
	$\bar{X}$	S.D.		$\bar{X}$	S.D.		$\bar{X}$	S.D.
	Highest			**Highest**			**Highest**	
Objectivity	9.31	.09	Objectivity	9.29	2.46	Objectivity	8.77	1.73
Dominance	7.44	2.05	Reflectiveness	7.81	1.86	Understanding	7.02	2.27
Affiliation	7.00	3.09	Pragmatism	7.74	1.53	Prudery	6.96	1.97
Energy	6.55	1.78	Dominance	7.63	1.94	Placidity	6.91	1.77
Succorance	6.53	3.34	Understanding	7.52	2.84	Dominance	6.83	2.38
Pragmatism	6.76	2.47	Energy	7.31	4.13	Energy	6.69	2.00
Counteraction	6.40	2.54	Scientism	7.27	2.67	Achievement	6.52	2.55
Reflectiveness	6.32	2.31	Achievement	7.20	2.56	Counteraction	6.54	2.55
Nurturance	6.19	2.87	Deference	6.95	1.41	Pragmatism	6.47	2.14
Understanding	6.19	2.90	Humanism	6.41	2.45	Reflectiveness	6.42	2.38
Placidity	6.06	1.99	Placidity	6.55	1.54	Scientism	6.39	3.10
Play	6.00	2.67	Counteraction	6.62	2.30	Deference	6.11	2.33
			Nurturance	6.26	2.36	Humanism	6.19	2.71
	Lowest			**Lowest**			**Lowest**	
Autonomy	3.43	2.16	Emotionality	3.53	1.61	Sex	3.03	1.94
Emotionality	3.90	2.00	Harmavoidance	3.67	2.23	Emotionality	3.07	1.70
Abasement	3.99	1.63	Fantasied Achievem't.	3.92	2.11	Abasement	3.31	2.03
						Narcissism	3.44	1.84

differential "trends" between the three groups, even though these differences fail to meet the criteria of statistical significance. Note that in reference to the two clusters related to drives for intellectual attainment: persistence-striving and theoretical-intellectual, the young husbands have higher observed scores than do the older husbands (who come next) and the single men.

Note, further, that the older husbands appear to be more repressed, inhibited, self-contained, and asocial than are the single men or young married males. The evidence for this lies in their comparatively low obtained scores for aggressive-ascendent, demonstrative-emotional, outgoing-sociable, and responsive-self-sufficient clusters and their relatively high scores for inhibited-withdrawn, and timid-apprehensive needs.

Further light on the "average" husband or bachelor undergraduate will be shed by inspection of the table below. Table V presents the highest and lowest mean need scores obtained by the various male groups included in this study.

Highest scores were selected, in rank order, on the basis of a mean score of six or more out of a possible ten. Lowest scores, in rank order, were those below four

The highest needs of the single men, as a group, portray a mixture of affiliation, sociable, dependent tendencies and also a trend towards intellectual involvement (as in needs for understanding, counteraction, and objectivity). The affiliative group of needs appear to be stronger than the more academic. Potential self-conflict on the social-expressive side appears in needs for both dominance and succorance. These rather opposing needs do not necessarily apply to individuals, since this is a group portrait. Inspection of individual test profiles and interviews revealed, however, that a number of single men had such (frequently) divergent needs. Marriage counselors and psychotherapists often encounter the male patient problem of the husband or suitor wanting to be both a swash-buckling hero and a pampered mama's boy. Social psychologists and anthropologists, in commenting on the American culture, point up the conflicting "role" expectations we hold for the "successful" man. The needs conflict between "being a good guy with the rest of the boys" (affiliative, pragmatic, nurturant, play-oriented) and being intellectually competent and hard-working is also a familiar source of tension in our American schools, businesses, industries, and professions.

The young husbands would seem, as a group, to present less self-conflict than the single men. Their highest ranking needs, aside from nurturance, are all related to intellectual involvement and drives for educational success. Has marriage, in itself, satisfied previously felt succorant, affiliative needs of these young husbands, and thus freed them for a more single-minded pursuit of knowledge? Or, do more "settled" young men tend to marry earlier? We cannot tell from the obtained evidence. Interviews, however, revealed that the majority of husbands commented that marriage had helped them to "settle down" and concentrate on their studies. These comments are merely meant as suggestions in that there is considerable within-group variability and there are limits as to what a group personality test of this kind can reveal.

The "hierarchy of needs" of the older husbands is quite similar to that of the younger men except that the younger husbands have more scores related to educational interests and achievement over a mean of 7.00 and there is more of a tendency for the older husbands to deny impulsivity and sex. We have already noted that they may be a more constricted, inhibited group of men.

Table VI presents the needs scores of the female groups and indicates significant differences between single and married women. Since many of the married women were included in this study because their husbands were students, a sub-group of wife-students is compared to single women students.

TABLE VI

MEAN PERSONALITY NEEDS SCORES OF MARRIED AND SINGLE WOMEN STUDENTS AT SYRACUSE UNIVERSITY

Need	Single Women (N=54)	Married Women (N=95)	Wife Students (N=27)	Wife Non-Students (N=50)
Abasement				
$\bar{X}$	3.85	3.66	3.25	4.00*
S.D.	2.11	1.74	1.50	1.81
Achievement				
$\bar{X}$	4.88	5.63	6.25*	5.30
S.D.	2.21	2.27	2.22	2.36
Adaptation				
$\bar{X}$	4.24	4.85	5.22	4.80
S.D.	2.69	2.42	2.42	2.31
Affiliation				
$\bar{X}$	6.14	6.25	6.07	6.42
S.D.	3.45	2.79	2.83	2.73
Aggression				
$\bar{X}$	3.05	3.00	3.11	2.90
S.D.	2.44	2.43	2.46	2.44
Change				
$\bar{X}$	4.85	5.34	5.66	5.04
S.D.	3.01	2.35	2.48	2.16
Conjunctivity				
$\bar{X}$	5.09	5.89	5.85	5.76
S.D.	2.94	2.29	2.18	2.51
Counteraction				
$\bar{X}$	5.51	5.91	6.66	5.80
S.D.	2.92	2.35	1.89	2.47
Deference				
$\bar{X}$	6.60	6.76	6.29	7.12
S.D.	2.82	1.98	2.10	1.88

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE VI (Continued)

MEAN PERSONALITY NEEDS SCORES OF MARRIED AND SINGLE WOMEN STUDENTS AT SYRACUSE UNIVERSITY

Need	Single Women (N=54)	Married Women (N=95)	Wife Students (N=27)	Wife Non-Students (N=50)
Dominance				
$\bar{X}$	5.20	4.58	5.25*	4.00
S.D.	2.64	2.63	2.77	2.52
Ego-Achievement				
$\bar{X}$	4.90	4.44	4.77	4.06
S.D.	2.80	2.67	2.82	2.59
Emotionality				
$\bar{X}$	5.44*	4.70	5.56*	4.42
S.D.	2.44	2.08	1.92	1.98
Energy				
$\bar{X}$	6.72	6.16	6.51	5.90
S.D.	1.63	1.79	1.54	1.92
Exhibitionism				
$\bar{X}$	3.68*	3.06	3.44	3.04
S.D.	1.59	2.23	1.47	2.51
Fantasied Achievement				
$\bar{X}$	3.02	2.58	1.81	2.60
S.D.	2.13*	1.93	1.39	2.09
Harmavoidance				
$\bar{X}$	5.48	6.81*	6.81	6.88
S.D.	2.47	2.12	1.57	2.39
Humanism				
$\bar{X}$	6.60	6.41	7.44*	5.56
S.D.	2.77	2.74	2.11	2.78
Impulsivity				
$\bar{X}$	6.16	5.69	5.99	5.52
S.D.	1.86	2.16	1.93	2.28

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE VI (Continued)

MEAN PERSONALITY NEEDS SCORES OF MARRIED AND SINGLE WOMEN STUDENTS AT SYRACUSE UNIVERSITY

Need	Single Women (N=54)	Married Women (N=95)	Wife Students (N=27)	Wife Non-Students (N=50)
Narcissism				
$\bar{X}$	5.90**	5.04	4.29	5.26
S.D.	2.22	2.32	2.44	2.27
Nurturance				
$\bar{X}$	7.07	6.60	7.14	6.42
S.D.	2.20	2.46	2.38	2.45
Objectivity				
$\bar{X}$	8.73	8.87	9.29*	8.48
S.D.	1.48	1.56	1.23	1.87
Order				
$\bar{X}$	6.40	6.22	5.99	6.34
S.D.	3.12	2.62	2.45	2.81
Play				
$\bar{X}$	5.09	5.24	4.85	5.30
S.D.	2.50	2.21	2.38	2.12
Pragmatism				
$\bar{X}$	5.61	6.15	6.03	6.14
S.D.	2.47	2.43	2.62	2.34
Reflectiveness				
$\bar{X}$	6.77*	6.04	6.59	5.46
S.D.	1.87	2.37	1.93	2.53
Scientism				
$\bar{X}$	3.68*	4.20	5.18	3.60
S.D.	3.09	3.26	3.26*	3.05

* 5 per cent level of confidence
** 1 per cent level of confidence

TABLE VI (Continued)

MEAN PERSONALITY NEEDS SCORES OF MARRIED AND SINGLE WOMEN STUDENTS AT SYRACUSE UNIVERSITY

Need	Single Women (N=54)	Married Women (N=95)	Wife Students (N=27)	Wife Non-Students (N=50)
Sentience				
$\bar{X}$	5.55*	4.49	4.74	4.28
S.D.	1.85	1.98	1.80	1.74
Sex				
$\bar{X}$	6.46**	5.13	4.92	5.20
S.D.	2.29	2.57	2.61	2.52
Succorance				
$\bar{X}$	7.27*	5.73	5.96	5.44
S.D.	2.04	2.14	2.30	2.10
Understanding				
$\bar{X}$	6.86	6.10	7.10*	5.44
S.D.	2.40	2.97	2.42	3.01

* 5 per cent level of confidence
** 1 per cent level of confidence

When the single women's group was compared to the married women's group, the following needs were found to be significantly lower for the wives: emotionality, exhibitionism, narcissism, sex, succorance, reflectiveness, and sentience (seeking sensory gratification). The married women had higher needs for harmavoidance, than did the single women. The question again arose as to whether these differences in measured needs were probably associated with the relative youth of the single women rather than with their not being married.

The wives under age 24 were compared to those over age 24 and no significant differences were found in their need scores. The younger wives were compared to the single women and it was found that the latter had significantly higher needs for narcissism, sentience, sex, and succorance (the latter two being at the one per cent confidence level). The married women had significantly higher needs for harmavoidance. Differences between younger wives and single women and all married women and the single females are quite similar and are probably related more to marital status than to age. The measured needs of these "maidens" compared to the matrons do sound familiar to anyone acquainted with the observations of poets, artists, and novelists--or acquainted with the younger creatures themselves. These single women students would seem to be flutteringly receptive to the ardently hoped for advances of the male--perhaps, for some of them, almost any male would do. Could the higher scores of harmavoidance, obtained by the matrons, suggest that they married early rather than risk the dangers of the rough competition in prolonged courtship?

The differences between student wives and non-student wives are also intriguing. Women included in the latter group were wives of students, were not currently going to college, and were not college graduates. The student wives had significantly higher needs for dominance, emotionality, humanism, objectivity, scientism, and understanding than did the non-student married women. The latter had significantly higher needs for abasement. It is patent that the married woman who also sought an undergraduate education at Syracuse University was considerably more academic than her non-student counterpart. Her higher needs for dominance and emotionality suggest that she may also be something of a free-wheeling rebel comparatively speaking, with drives for being a "woman of distinction" in her own right. Consider the non-student's need for abasement.

How do these married women students compare to the single women students? The married group had significantly higher needs for achievement, scientism, adaptability, and harmavoidance while the single women had significantly higher needs for fantasied achievement, narcissism, sex, and succorance. The drive for educational attainment again shows up in the married student group plus a need to adjust to reality and to avoid getting hurt in the process. From the standpoint of personality needs it would seem as if the married women who do continue going to school ought to meet with better academic success than the single girls do.

TABLE VII

MEAN NEED CLUSTER SCORES OF SINGLE AND MARRIED WOMEN AT SYRACUSE UNIVERSITY

Cluster	Single Women (N=54)	Married Women Under 24 (N=33)	Wife Students (N=27)	Wives Not Students (N=50)
Critical-independent	10.04	12.56	11.67	12.28
Aggressive-ascendent	26.59	24.30	22.07	21.86
Demonstrative-emotional	27.29	24.35	24.64	22.46
Outgoing-sociable	34.92	34.22	34.00	34.00
Responsive-self-sufficient	20.41	18.98	19.17	18.28
Dependent-deferent	21.76	22.25	21.87	22.35
Cautious-controlled	19.95	19.38	19.17	20.56
Timid-apprehensive	21.13	21.70	22.19	23.60
Inhibited-withdrawn	22.67	25.19	24.85	26.68
Persistence-striving	33.06	33.76	37.14	32.60
Theoretical-intellectual	36.64	38.55	40.37	32.60

There were no significant differences between the groups in reference to clusters of needs. There is a large observed difference between the student wives and the non-student wives on the theoretical-intellectual cluster (t = 1.58). There is also a sizeable obtained difference between these two groups on the persistence-striving cluster, with the student wives having the higher score.

Comparing the single women students to the married women students one may observe a considerably higher cluster score for the singles on the aggressive-ascendent and demonstrative-emotional clusters and considerably lower scores for the inhibited-withdrawn, persistence-striving, and theoretical-intellectual clusters.

Another way to assess "group personalities" is to look at what needs receive the highest and lowest mean scores. Table VII presents this data for the female groups.

If one studies the hierarchy of measured needs of the various groups of women, one may observe that the single women display a mixture of affiliative, sociable, dependent "feminine" needs with those of rather "polite" academic interests (humanism, understanding and reflectiveness). Aside from the need for nurturance, the married women who are also students show a need hierarchy much more clearly related to academic involvement and achievement, and not traditionally "feminine." The wives who are not students and not college graduates, however, appear to be free of educational striving and ready to devote themselves to maintaining a warm, sociable, reality-oriented, orderly home. They have a rather constricted range of strongly preferred or denied needs, compared to that of the other female groups. It looks as if home might be rather dull. The wives under 24 seem to be similar in many ways to the student wives. It is interesting to note that, although differences between the groups may be observed, certain needs are given high priority in all groups: objectivity, deference,

TABLE VIII
HIGHEST AND LOWEST MEAN NEED SCORES FOR GROUPS OF MARRIED AND SINGLE WOMEN UNDERGRADUATE STUDENTS AT SYRACUSE UNIVERSITY

Needs	Single Women (N=54) $\bar{X}$	Single Women (N=54) S.D.	Needs	Non-Student Wives (N=50) $\bar{X}$	Non-Student Wives (N=50) S.D.	Needs	Wives Under Age 24 (N=33) $\bar{X}$	Wives Under Age 24 (N=33) S.D.	Needs	Student Wives (N=27) $\bar{X}$	Student Wives (N=27) S.D.
	Highest			Highest			Highest			Highest	
Objectivity	8.73	1.48	Objectivity	8.48	1.87	Objectivity	9.14	1.20	Objectivity	9.29	1.23
Succorance	7.27	2.04	Deference	7.12	2.47	Nurturance	7.30	2.05	Humanism	7.44	2.11
Nurturance	7.07	2.20	Blamavoidance	7.10	2.10	Humanism	6.84	2.19	Nurturance	7.14	2.38
Blamavoidance	6.94	2.30	Harmavoidance	6.88	2.39	Deference	6.60	2.18	Understanding	7.10	2.42
Reflectiveness	6.77	1.87	Affiliation	6.42	2.73	Counteraction	6.60	2.13	Deference	6.66	2.10
Understanding	6.86	2.40	Nurturance	6.42	2.45	Harmavoidance	6.54	2.10	Harmavoidance	6.88	1.57
Energy	6.72	1.63	Order	6.34	2.81	Blamavoidance	6.88	2.00	Blamavoidance	6.88	1.61
Humanism	6.60	2.77	Pragmatism	6.14	2.34	Scientism	6.59	3.40	Scientism	6.59	3.26
Deference	6.60	2.82				Reflectiveness	6.59	2.27	Reflectiveness	6.59	1.93
Order	6.40	3.12				Energy	6.43	1.89	Energy	6.51	1.54
Sex	6.46	2.29				Pragmatism	6.41	2.52	Dominance	6.29	2.71
Affiliation	6.14	3.45				Achievement	6.05	2.24	Achievement	6.25	1.50
Impulsivity	6.16	1.86				Understanding	6.25	2.03	Affiliation	6.07	2.83
						Impulsivity	6.24	2.95			
						Order	6.24	2.21			
	Lowest			Lowest			Lowest			Lowest	
Autonomy	2.72	2.04	Fantasied Achmt.	2.60	2.09	Fantasied Achmt.	2.78	2.07	Fantasied Achmt.	2.81	1.39
Aggression	3.05	2.43	Aggression	2.90	2.44	Aggression	3.46	2.87	Aggression	3.11	2.46
Fantasied Achmt.	3.02	2.13	Exhibitionism	3.05	2.51	Abasement	3.25	1.53	Abasement	3.25	1.50
Passivity	3.20	1.63				Exhibitionism	3.44	2.17	Exhibitionism	3.44	1.50
Exhibitionism	3.68	1.59				Passivity	3.48	1.89	Passivity	3.48	1.54
Scientism	3.68	3.09									
Abasement	3.85	2.11									

harmavoidance, and nurturance are generally acclaimed and aggression, exhibitionism, and fantasied achievement widely denied. Acceptance and denial of the above needs would perhaps be strongly related to feminine middle-class culture and its values about what "nice, sensible girls do and don't do." This data is shown in Table VIII.

The above remarks are largely speculative in that we are not talking about statistically significant differences. The standard deviation for the various scores, moreover, was fairly large.

What differences were found between the sexes in reference to measured personality needs? Since such needs relate to academic behavior, this question is of perennial interest to co-educators who cope with the hazards and rewards of running an academic institution for men and women. Here, again, is a wide range of "expert" opinion on who should be educated and how. Much of this expertise rests on the personality needs of the experts themselves. The relevant data is given in Table IX.

TABLE IX

SIGNIFICANTLY DIFFERENT MEAN NEEDS SCORES OF SINGLE AND MARRIED MEN AND WOMEN UNDERGRADUATES AT SYRACUSE UNIVERSITY

Needs	Married		Single	
	Men	Women	Men	Women
Achievement	6.73**	5.63		
Dominance	7.07**	4.58	7.44**	4.20
Emotionality	3.22	4.70**	3.90	5.44**
Fantasied Achievement	3.78**	2.58	4.13*	3.02
Harmavoidance	4.37	6.81**	4.24	5.48*
Humanism			5.24	6.60*
Narcissism	3.71	5.04**	4.79	5.90*
Objectivity			9.31*	8.73
Scientism			5.85**	3.68
Sex	3.38	5.30**	4.81	6.46**
Pragmatism	6.86*	6.15	6.76	5.61
Aggression	4.87**	3.00	4.71**	3.05
Ego Achievement	5.90**	4.40		
Energy	6.89	6.16		
Nurturance	5.65	6.60**		
Order	4.64	6.22**		
Impulsivity			5.45	6.16**

* 5 per cent confidence level
** 1 per cent confidence level

The married women had significantly different mean need scores from the married men for 13 of the 30 needs measured by the Activities Index; this was true of 11 needs for the single women compared to the single men.

The wives, as a group, had significantly _higher_ mean need scores than did the husbands, as a group, as follows: emotionality, harmavoidance, narcissism, sex, nurturance, and order.

The husbands had significantly higher scores for: pragmatism, aggression, ego achievement, energy, achievement, dominance, and fantasied achievement. These found differences between the sexes correspond generally to those obtained by such researchers as Terman and Strong, and by such theorists and clinicians as Helene Deutch. They also support the contention of some students of marriage such as Winch, that husbands and wives tend to have complementary personality traits. The above evidence, of course, refers to groups. Inspection of profiles of individual married couples and interviews revealed that in individual instances some couples appeared to have very similar needs. Sources of conflict and of contentment were attributed by these couples to both similarities and differences. No definitive trend could be observed as to whether marital happiness was improved or not by complementariness of needs. This is not the main issue to be explored here, but we would like to comment that the relation of marital satisfaction to trait similarity may well be associated with what traits are being considered, with the degree of self-acceptance by the spouse, and with a host of other social-psychological, physical and situational variables.

Single women, as a group, had significantly higher personality needs than did single men, as a group, for emotionality, harmavoidance, humanism, narcissism, sex, and impulsivity. The single men had comparatively higher group needs for: pragmatism, aggression, fantasied achievement, dominance, objectivity, and scientism.

Both groups of women differed from both groups of men in having higher needs for sex, emotionality, harmavoidance, and narcissism and lower needs for dominance, fantasied achievement, pragmatism, and aggression. The single women, however, differed from the single men in higher needs for humanism and impulsivity, and lower needs for objectivity and scientism. These differences were not found for the married groups.

Married women differed from married men in need areas that did not distinguish the single groups. These areas were achievement, ego achievement, and energy (husbands higher): nurturance and order (women higher).

What may these findings mean? In the case of the single groups, we are talking about students. (It will be recalled, that in the case of the married groups, the majority of women were not students.) From the academic point of view, it would seem as if the men should be more strongly motivated towards intellectual involvement, aggressive leadership, and impulse-control than are the women. Studies demonstrate that women college students do have a higher drop-out rate than do men college students and that, on the average, men obtain better college grades. There is also objective and subjective evidence that many women undergraduates are confused about their goals in college, that a large number, apparently, semi-absorb higher education while concentrating on the more serious business of love, romance, courtship, and clothes.

The differences between the marrieds that did not occur for the singles point to a stronger achievement drive for the men and a stronger domestic drive for the wives.

Wives who were also students differed from husbands in the same way that the total group of wives did except: they did not have significantly lower needs for achievement and energy, or significantly higher needs for narcissism. We have already noted that student wives appeared to be somewhat more active and achieving and somewhat less traditionally "feminine" than other wives. Compared to married men, they would seem to be less aggressive in seeking an education but not less oriented to educational, intellectual achievement.

Many of the married undergraduates included in this study could hardly be called "young marriers". They might more likely be called "late undergraduates." A common concern today is prevalent concerning the person who marries when he is very young. What are the pros and cons as to the advisability of early marriage? Why does the person marry in early youth? Neither of these questions are easy to answer; the Activities Index data were analyzed in an attempt to provide insights into "why youthful marriage," on the theory that personality needs might play into this phenomenon.

Table X presents those mean need scores which were found to differentiate early from late marriers. Early marriers were defined as women who married before age 20 and men who married below age 22, since the mean age for marriage is currently 20 for girls and 24 for boys.

TABLE X

SIGNIFICANTLY DIFFERENT MEAN NEED SCORES FOR HUSBANDS AND WIVES CLASSIFIED BY AGE AT MARRIAGE

Needs	Husbands		Wives	
	Under 22 (N = 33)	Over 22 (N = 59)	Under 20 (N = 47)	Over 20 (N = 48)
Narcissism	4.30*	3.37		
Science	6.46**	4.20		
Sentience	4.76*	3.98		
Pragmatism	7.42*	6.53		
Humanism			7.09**	5.24
Sex			3.88	4.81**
Succorance			5.20	6.50**
Understanding			6.56*	5.32

According to data in this table, early marrying husbands had higher needs for narcissism, science, sentience, and pragmatism, than did the later marrying husbands. Whether these differences are related to their current greater youthfulness or to needs predisposing one to early marriage is not clear.

The early marrying wives have higher needs than the later marrying wives for humanism and understanding and lower needs for sex and succorance. The meaning of this finding is not clear at this point other than the possibility that the younger marrying wives are, for the most part, still students while the later marrying wives may, for the most part, either finished with college or didn't go. For a summary of these findings see Chapter XVI.

REPORT OF INTERVIEWS WITH A SAMPLE OF THE STUDY POPULATION

CHAPTER III

Interviews

A random sample of the study population was interviewed with the chief purpose of learning more about married undergraduates as people and to compare them to single undergraduates. Allied to this basic purpose was the aim to clarify, through observation and clinical judgment, findings from the questionnaires and personality tests.

The interviews were loosely structured, in that an outline was prepared and used by the three interviewers. (See the appendix for copies of outlines used for single and for married students.) The topics covered were: present life situation (academic, familial, economic, physical environment, social); past history, especially in relation to family dynamics; and personality assessment.

The interviewers were a counseling psychologist and two trained, experienced caseworkers. Interviews were held in the homes of subjects, an office at the University, or at College dormitories--dependent on what worked out best for the subjects. An attempt was made to see both members of a married pair together, but this was not always possible. Our experience, based on interviewing married couples alone and together, is that, for the purposes of this study, at least, it is preferable to see them as a pair. Skilled clinical observers are enabled, thereby, to learn much more about the dynamics of the marriage relationship. The subject, when seen alone, may talk more freely about the relationship but this description does not seem so diagnostically productive as does observation of the interplay between the spouses.

The counseling psychologist used the personality profiles, prepared from the Activities Index scores, as a part of her interviewing technique.

Profiles and scores were not used until late in the interview in that it was deemed wiser to know more about the subjects before personality needs were discussed. This was done partly in the interest of obtaining a more unbiased picture of the subject and partly so as not to arouse anxiety in the subjects.

Using the profiles proved to be exceptionally useful in eliciting more information from the subject. Care was taken to present measured personality needs in a non-threatening way. For instance, one young married woman had high measured needs for dominance. This was put to her as "an apparent drive to make decisions and take leadership," since most women in our culture do not like to think of themselves as dominating.

For the sensitive, trained clinician it appears, at least on the basis of our experience, that the appropriate use of personality profiles in such a study is helpful in securing additional information. There were also many indications that they could be used, to advantage, in therapy.

The interviewers were all careful to keep out of the counseling relationship, but several disturbed single and married students were encountered. When indicated, suggestions were made as to where they might get therapeutic help.

As others have noted, there are advantages and disadvantages to having information-gathering interviews in the home (or dormitory). The same may be said for an office setting. Our experience was that it was clearly helpful to see some of the subjects in their own milieu in that this gave the investigators a clearer picture of how the person functioned in his physical setting. Office interviews, of course, provided more privacy and freedom from interruption.

All interviews were held by appointment and generally lasted for about an hour. A few notes were taken at the time, but the actual interviews were written up later. Since the interviews were seen as an adjunct to the main body of the study, we did not feel that it was important to do tape recordings of them.

Interviews with Married Students

Nineteen married students or their wives were interviewed. Of these, 14 were seen as a pair, three spouses of students were seen alone, and two students.

One of the questions that we sought to answer through interviews was: How does it happen that the person is an undergraduate and married at the same time? We found a range of clinically judged answers to this. Judgments were based on facts obtained from interviews plus assessment of personality characteristics.

Nineteen married couples were interviewed. The pooled judgment of the interviewers and the study co-director resulted in the following assessments. Five of the 19 married couples were considered to have married and become students at the same time partly because they came from rejecting, disturbed, family backgrounds. These young couples appeared to be essentially dependent, deprived people who had built up strong intellectual, and aggressive defenses against feelings of inferiority. Most of the members of this group were quite young.

Six of the 19, also predominantly under age 24, seemed to be combining college with marriage largely because they were unusually advanced in their total development and were mature, serious, young adults. Most of them had come from a low socio-economic background but from very happy families.

Five of the 19 married students were in their late 20's or older and appeared to be in college largely because of marriage. Typically, they were veterans, who had dropped out of college while young, and were now interested in improving their socio-economic status.

Of this group of married students one was a middle-aged woman who was unhappy in her marriage and was seeking other outlets for herself.

One couple were young, impulsive, and overly indulged.

Two of this group seemed to be very confused in their academic and life goals, neurotic, and probably of low-intellectual ability. More detailed case descriptions follow.

In reference to the married women students who were interviewed as compared to the wives who were not students, it was observed that they did seem to be a restless, aggressive somewhat dissatisfied group. Their need for intellectual attainment was also noticeable. These observations are similar to the findings on personality test scores, which revealed that the student wives had significantly higher needs for dominance, emotionality, humanism, objectivity, scientism and understanding than did the non-student married women.

Five of the 19 (27 per cent) subjects were judged to be in the married undergraduate situation primarily because of a disturbed family background that played into unmet dependency needs. For a variety of reasons they could not turn to their parents to have these needs met. These subjects were considered to be seeking security, affection, and reassurance through marriage. Some were in college and married because of conflict over educational plans. A summary of each case follows: (Initials are altered to prevent ready identification.)

Case 1. The J's

Mr. and Mrs. J each aged 31, married for 6 years live in an inadequate cottage in the country adjacent to the home of Mrs. J's parents. Rent was paid to the parents who also cared for the young couple's baby so that Mrs. J could work as a medical social worker. Her father was an industrial worker and farmer, and her mother a housewife. Mrs. J seemed anxious and inhibited.

Mr. J, the student, was still in college as an undergraduate primarily because of the many different careers and training that he had undertaken: geology, the ministry, the armed forces, political science, and mathematics teaching. He had worked in a number of related areas but couldn't succeed.

Mr. J, deserted by his parents at the age of 3, was raised by his grandmother; he viewed his childhood as extremely unhappy.

This student, about to graduate (for the third time) and the father of a new baby, had recently had his first epileptic seizure. It was a severe one and both Mr. and Mrs. J were very frightened about it.

Case 2.

Mrs. P, age 21, married before her senior year in college. Mr. P, aged 24, was employed as a mechanical engineer, having graduated from college three years before. His parents were professional people who raised him in an authoritarian, punitive manner. He had a chronic case of ileitis.

Mrs. P, an anxious, compulsive, person with much veiled hostility, had a severe case of ulcers which became acute on her honeymoon. Her parents, small business owners, were middle-aged before she was born. They were, according to Mrs. P, punitive and neglectful in raising her. Mrs. P put herself through college by means of scholarships and working.

There were many signs of strain in this marriage. Both sets of parents were opposed to it.

Case 3.

Mr. K, age 28, a senior in Fine Arts, married at the age of 20, subsequent to flunking out of a Liberal Arts college where "he had too good a time." He and Mrs. K, then aged 21, married after she failed her junior year as a major in accounting. Mr. K entered the Army and Mrs. K accompanied him on his assignments. Following this, he entered the College of Fine Arts, from which he was about to graduate. He thought, however, he would rather be a business manager than an artist.

Mr. K was judged to be restless, dominant, individualistic, and aggressive with conflicts between autonomy and conventionality. Mrs. K appeared to be conventional, inhibited, passive, guilty, and suffering

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from low self-esteem.

Mr. K's parents separated when he was about four years old. His father, an extremely successful businessman and upper class "man about town" had very little contact with him. Mr. K spent most of his boyhood in boarding schools.

His mother, a restless, creative, "Bohemian" type had chronic problems with emotional instability. She died shortly before his marriage.

The K's had two children and seemed to have achieved a fairly sound marriage based on respect and awareness of each other's differences, a generally mutual value system (upper-class managerial), and the fact that Mr. K seemed to have taken on her parents as his own.

Case 4.

Mr. and Mrs. C had been married three years. They married when she was 17, and he, 21. He had graduated from college and she was a freshman on a scholarship as a "gifted student." Mr. C was about to complete his Ph. D. in chemistry but was filled with complex, introspective, abstract questions about the meaning of life and the "integrity of the uses of intelligence." His mother had had a "mental breakdown" when he was 11 and he entered a stage of "Beatnik-style delinquency" (never arrested). He was rebellious against his "conforming" father.

Mrs. C's parents were divorced when she was young and her father a business manager remarried. She never got along with her stepmother. She described her adolescence as lonely, miserable, and without dates. She, Mrs. C, lost herself in books at that time. Mr. C was one of her first dates (at age 16). Mrs. C had alternated work in a wide assortment of jobs along with college since her marriage. She stated that she had strong dependency needs and that the marriage had been difficult because of this.

Both Mr. and Mrs. C were deeply self-aware, serious, anxious, creative people. Both seemed unusually brilliant. They had a new baby, who seemed to be quite tense and thin. The couple were deeply concerned about the child's future intellectual life, but appeared to be overlooking his current physical needs.

The marriage relationship appeared to have many positives in shared interests, open communication, and mutual insights. The "divine discontent" of both was clearly causing conflicts.

Case 5.

Mr. and Mrs. D had been married five years, having wed when he was 23 and she was 18. Neither had been to college when they married, but he had finished military service at this time. Both were social science majors; Mr. D was about to finish college and Mrs. D, whose education was interrupted by a baby, had one more semester to do.

Mr. D came from a broken home, his father deserted when Mr. D was an infant. His mother professed to hate all men. Mr. D had an older brother who is in a state mental hospital. Mr. D appeared to be somewhat effeminate and overly-intellectual.

Mrs. D of Polish background, had a dominating mother and weak father. Her conflict with her mother persists. Mrs. D now outgoing and aggressive, said she was very shy before her marriage.

Both Mr. and Mrs. D were active in liberal politics and intensely anti-authoritorian.

The recurring theme of perceived inadequate parenting, rejection, and conflict between parents seems quite clear in these cases and also seems to provide substantial support to the judgment that unmet dependency needs and personal insecurity lead to these early marriages. (Except for the J's who were not young.) Coupled with this emotional need for"belonging" was a drive for academic achievement. In some cases, this drive seems to be related to the student's middle-class membership and in some cases, to his need to be different from or better than his parents. All of these students appeared to have superior intelligence and strong achievement drives. Perhaps these drives were related to sublimated hostility.

Another quite different set of married students was that of persons who seemed to have married before they finished college primarily because they were unusually mature, self-reliant, and affiliative; 6 out of 19 cases (31 per cent) of this kind were found. Case summaries follow.

Case 1.

Mr. D, a senior, age 21, married his high school sweetheart before he went to college. She had no interest in further education for herself, but his was awakened by the offer of a football scholarship. This couple, with two children, were living, with apparent happiness in one large room. Besides carrying a full academic load, Mr. D was on the first-string football team and had several part-time jobs. He also was planning to go on to graduate school with the full agreement of his wife.

Mr. and Mrs. D's parents had less than a high school education. Mr. D was brought up by his grandparents because "he liked them better." He spoke of his grandmother with warm affection. Mr. D had been earning money since the age of eight and took a full-time job, passing as an adult, at the age of 14.

Mrs. D also had worked since a very young age. She was strongly identified with her mother whom she regarded as the family leader.

Case 2.

Mr. and Mrs. L, high school sweethearts, married at the end of his college freshman year when he was 20 and she 19.

Both came from lower middle class, small-town families and each described their family backgrounds as happy, loving, and conventional. Mrs. L who had secretarial training in high school never wanted more education for herself, but did for her husband. Mr. L, a major in wood-chemistry had always known what career he wanted and was most happy with his choice. He said that they married because they were so much in love they couldn't get along without each other. Mr. K's grades improved vastly following their marriage.

The couple have two unplanned children and have had severe medical problems associated with Mrs. L's last difficult pregnancy and delivery. Nevertheless they felt that they were on the "way to the top" and wanted at least three more children after Mr. L graduated.

Mr. L carried two part-time jobs plus a 21-hour, notably demanding academic schedule. He also received a partial scholarship from his hometown church.

Mr. L seemed to be the prototype of the "typical male" and Mrs. L of the "typical female."

Case 3.

Mr. and Mrs. S married at the end of his sophomore year when he was 21 and she, 20. Mrs. S had completed her course as a practical nurse and they felt they could afford marriage. Mr. S was a little older than other college sophomores because he worked for a year following high school graduation in order to earn money. Mr. S came to the University on an athletic scholarship and, at the time of the interview, was about to graduate. He planned to go on for a M.A.

Both Mr. and Mrs. S came from large, rural families. Parents on both sides were skilled laborers. Family life was described as close, warm, and conventional. This couple had two unplanned children with whom they were very happy. Both had always worked hard and saw no particular problem in their current situation. "Everyone is in the same boat and there's no way to go but up."

Case 4.

Mr. and Mrs. P were married after he graduated (age 21) and when she had finished her junior year at the age of 19. They came from middle-class, business executive, Jewish backgrounds. Both had a generally happy family history and both were honor students. Mrs. P was quite clear that her marriage would not prevent college graduation (she did graduate with high honors and graduate work). Mr. P was currently working on his Ph.D.

They felt their marriage was highly practical in that both had scholarships, financial reserves, and simple material desires.

Case 5.

Mrs. G, a Fine Arts major, married before her senior year in college, but was one year older than the average college student, as she stayed out of school one year before coming to college in order to work and earn money. Mr. G, a college graduate, had a graduate teaching fellowship in the humanities. Mrs. G an honor student, was on a full-tuition scholarship.

Both Mr. and Mrs. G came from a "working class" background; his parents were Rumanian Jewish immigrants and her family rural, upstate New York Protestants. Both described past family life as generally happy, though Mrs. G's father, apparently an erratic individualist, shifted jobs and vocational interests frequently. Both young people had been largely self-supporting since their early teens.

The marriage relationship appeared to be one of shared goals, work, and interests. Both appeared to be stable, thoughtful people, largely self-sufficient and realistic.

Case 6.

Mr. and Mrs. C, both college seniors in the fall of 1960, had married in December of their sophomore year when she was 19, and he, 20. They were high school sweethearts who went together $5\frac{1}{2}$ years and had been engaged for two years before marriage. They stated that they were too physically attracted to wait longer for marriage and that they were "fed up with rah-rah college life." Mrs. C graduated from the School of Nursing in January, 1961, and Mr. C would graduate from the five-year Forestry program in June, 1962. Both went to school on scholarships and Mr. C's parents contributed half of the couples' total income.

They described their parents as quite rigid, conventional, middle-class small town people but said that they had provided a happy family life for them as children. Both came from fairly large families.

Mr. and Mrs. C had worked part-time while going to college, shared equally in the work of the home, easily mixed traditional masculine and feminine roles, looked forward to having a large family, and in continuing to work together. Both appeared to be unusually mature and self-confident.

All of these couples had, in common, a generally happy family background. The majority came from homes where the parents were skilled laborers without college training. Most came from small towns and had early experience in self-reliant work to meet their own needs. Most appeared to be interchanging masculine and feminine roles in order to achieve marriage and college at the same time.

They all appeared to be self-confident, reality-oriented, "wholesome" young people who were seriously seeking a healthy family life and higher educational level for, at least, the husband.

One case was that of a 42 year old married woman whose achievement drive, intellectual interests, and dissatisfaction with rural village life combined to bring her back to school. She had married at the age of 15 (probably a "forced" marriage), had three children (all now grown up), had been active as a leader in her community and, at 42, was going through a middle-aged re-evaluation crisis. She considered herself to be seriously unhappy in her marriage relationship largely because her husband didn't share her intellectual interests and was a "satisfied joiner" of village organizations. Mrs. D, a junior at the time of interview, was doing honors work and developing career aspirations to which her husband objected.

Only one couple conformed to the picture given by many as "the spoiled immature, impulsive youth" who puts pleasure ahead of serious college work. Mr. and Mrs. T, both college seniors, married in the early spring of their last college year because of Mrs. T's pregnancy. The couple had impulsively "taken a chance" at premarital sex relations without the use of contraceptives. They subtly indicated, in the interview, that they had half-hoped for a resultant pregnancy. They gave a number of clues that this pregnancy was being used by Mr. T as revenge against a self-absorbed business executive father and an anxious, neurotic, basically rejecting mother. Mrs. T gave considerable evidence that she "needed" this pregnancy to break free from an overly-indulgent adoring father. They seriously considered an abortion but Mrs T was afraid of it. She expressed guilt over this situation but Mr. T didn't.

Both families, faced with the out-of-wedlock pregnancy, cooperated to give the T's an "elegant" wedding and then gave them extremely generous allowances to finance their marriage.

Both Mr. and Mrs. T gave a picture of indulgent parents who had always gratified every material wish. Mr. T, although exceptionally intelligent (college boards in the 700's) had done barely passing work in college. He and his wife proudly proclaimed him to be a "play boy" with a rather lurid semi-delinquent past. Mr. T was shrewdly aware of the community and university power structures and his life pattern was built on manipulating these forces in his behalf. Behind a cynical, "organization man" facade lurked a sensitive, basically dependent "little boy" who was fearful of trust in human relationships. (The project director knew him well over the period of a year.) After graduation Mr. T obtained a high salaried plus commission job as an insurance salesman.

Mrs. T, an art major, appeared to be more conforming than her husband. Along with a gay, little girl manner went a drive for control and self-sufficiency. Both Mr. and Mrs. T. displayed a drive for social status, but also autonomy.

Another case, unlike the others, was that of a married male student who was about to drop out of college. He was too embarrassed to participate in an interview, so we could learn about him only through his wife. Mr. B, aged 31, had married when he was 19, but did not start college until age 29, at which time he began work in Music Education. Since Mr. B was employed in a custodial capacity at the University, he received free tuition for some of his classes. Prior to entering college he had worked as a food salesman. He had entered college on a government loan and scholarship. Mr. B had entered military service following marriage but was discharged because of severe migraine headaches. Mrs. B could not give a picture of her husband's family background other than to say that his father had graduated from college but was employed as a factory worker.

Mrs. B, a high school graduate, came from a skilled laborer's family and was not interested in more education for herself. The couple had two "middle-aged" children.

The chief clue that one has to Mr. B's academic struggles (other than the migraine headaches and father's low level job despite college graduation) is disclosed by his personality profile which depicts a "constricted personality" plus unusually low measured needs for persistence-striving and theoretical-intellectual activities.

Marriage, in this case, apparently could not be said to be the cause of leaving school.

Five of the 19 cases (27 per cent) were found in which older students were married and in college largely because of the spur given to them by the fact of marriage.

Case 1.

Mr. and Mrs. N, ages 26 and 25, were married when he finished high school. He then went into the Air Force; while there he developed an interest in college. This interest plus encouragement from his wife lead him to go to school. At the time of the interview he was a senior in electrical engineering. They had two children.

Both came from village, lower middle-class backgrounds. Mr. N thought his parents brought up his family well (seven children) but were too lacking in ambition and imagination. Mrs. N vaguely described an unhappy family situation with a self-indulgent, "play-boy" father, restless, dissatisfied mother, and older relatives in the home.

Mrs. N earned money by caring for extra children in the home and Mr. N held part-time jobs while going to school.

The couple appeared to have a cooperative, work-sharing, mutually supporting relationship. Mrs. N showed some drive to go to college, herself. Both felt the hard work of marriage plus college had been a strain on them, but worth the effort.

Case 2.

Mr. Y, age 28, was a freshman in college, while his wife was a college graduate. They were married at the age of 22. Largely through her pressure and the fact that parents on both sides of the family had graduate degrees, Mr. Y had entered the University after nine years in the Army. He was currently doing poor academic work and was very unhappy in reference to his education.

Mr. Y described a life history of conflict over education, with frequent changes in private schools even in the lower grades. His father, an outstanding scientist, had permissively gone along with Mr. Y's frequent changes in plans. Basic rejection with resultant guilt may have been behind this seeming permissive policy. Mr. Y was never forced to work for money while he was growing up and seemed to have been over-indulged by his emotionally remote parents.

Mrs. Y's parents were hard-working, rigid, academically-oriented people. Perhaps she married Mr. Y in revolt against their drives.

Mr. Y had inherited a considerable sum of money and thus was financially able to go to school. This couple had lived in an upper middle-class area and had friends in this social stratum. Mr. Y felt ill at ease with his wife's drives and with the educational level of their friends.

The personality profiles of Mr. and Mrs. Y, based on Activities Index scores, showed Mr. Y to be a person who is in self-conflict, basically torn between a need for lonely independence and seclusion and a need to escape criticism and to "belong." His wife, although somewhat fearful and inhibited, shows stronger intellectual and achievement drives and a more outgoing self-sufficient, free personality.

This couple had two children and a seemingly compatible marriage aside from conflict over Mr. Y's education.

A follow-up of this case in April, 1962, revealed that Mr. Y, had been dropped from his college because of low scholarship. His advisor had been loath to drop Mr. Y because he was so extremely "personable and sincere." Mr. Y had been admitted in the first place, despite very low high school grades, because he was a veteran and a resident of the state. (His particular college is part of the State University system.) No college board or reading test scores were available for Mr. Y. His chief academic difficulty was with the more abstract, theoretical material.

Case 3.

Mrs. M, age 28, was in college largely because her husband desired it. She was about to graduate with a major in physical education. Mr. M, a graduate engineer, felt college was good for his wife and for his career as a junior executive. Mrs. M, a somewhat timid person, had enjoyed her physical education major since she gained self-confidence through it and had always enjoyed athletics.

Before her marriage at age 22, she had taken several years of college work but did not like it partly because she had to earn her own way and partly because studying had always been difficult for her.

The marriage relationship seemed to be highly companionable. The one problem was that they found they couldn't have children. (This was one reason that Mrs. M went to college.) They felt that they might plan to adopt a child later.

Case 4.

Mr. and Mrs. D married in 1956 while Mr. D was in the Air Force. Before he joined the Air Force he had gone to Junior College but dropped out as he was unsure what he wanted to do. Following military service, he and his wife decided he should return to college. Mr. D's parents were college graduates and his brothers were currently in college.

Mrs. D was working full-time as a typist while her sister cared for their 14-month old son. Her parents, high school graduates, were skilled laborers. Her father was a chronic invalid while she was growing up and her mother supported the family.

The marriage appeared to be working out generally well.

Case 5.

Mr. E, the son of Scandinavian immigrants who were skilled laborers, was a junior in college at age 26. His wife, a school teacher, had encouraged him to finish his education. They were married four years earlier when he was in military service. Previously he had been in college for several years, but dropped out due to lack of motivation.

Mrs. E, the daughter of professional people, thought it important for her husband to finish school. None of his siblings had. She indicated that he found it difficult and she was helping him with his work.

Four of these five cases involve older veterans; the fifth is the wife of a veteran. Early lack of interest in college, military service, marriage, and the G.I. Bill seemed to have conspired to return these older married people to school.

Single Men

Ten single men were interviewed. Two of these, both aged 20, planned a college marriage. One youth was diagnosed as seriously disturbed, one was currently engaged and planned to marry after graduation; one was found to be excessively hostile and unhappy; and five appeared to be generally immature, socially awkward, and lacking in capacity for mature interaction with women.

Since the major question centers on the difference between these young men and the married male students, the case situation of each is briefly presented below.

The first set of cases is that of the men who planned a college marriage (20 per cent of those interviewed).

Case 1.

D.B., aged 21, an architecture major in his junior year, planned to marry his fiancee upon her June graduation. His wife-to-be was planning to teach while he finished school. His own mother had always worked to support his easy-going father, but she had recently died. Both parents were college graduates. He described his fiancee as being a product of an unhappy home and lacking in self-confidence.

D.B. has worked during the summers to help with college expenses and has worked part-time during the academic year.

This young man, while out-going and sociable, appeared to the interviewer to be lacking in self-insight. He described himself as creative and individualistic, but the interviewer found him to be quite conforming.

Case 2.

T.L., aged 21, and a sophomore, currently was working hard to improve his grades so that his parents would permit him to marry a girl from his home town. He had previously dropped out of Syracuse University due to poor grades. He then went to a technical school and then returned to the College of Forestry which he liked much better. His parents, both employed in a managerial capacity, were not sure he should marry.

T. L. felt that since many of his fellow students were married and doing well he ought to be able to do likewise. He seemed to the interviewer to be a conservative, "wholesome" plodding kind of young man.

Seriously Disturbed Students (20 per cent of interview samples)

B. W., a freshman, aged 19, appeared to be close to a psychotic break. He talked elaborately and confusingly about his alcoholic father, rejecting mother, and preferred "play boy" brother. He was living in a men's dormitory, not studying, spending his time in "fooling around" with the boys. B. W. according to his own statement was involved with an older man in an active homosexual relationship.

He had a girl friend who took all the initiative in courting him; he supposed he would eventually marry her as she would force him into it.

J. M. was assessed as being an unusually hostile, unhappy youth. Aged 19, a freshman in engineering, he came to Syracuse because his father did. He expressed hostile criticism in reference to all aspects of his university and home life. He did not date at school, but vaguely referred to a girl at home. He viewed marriage mostly as a problem and a burden and hinted at conflict between his parents. This young man seemed blocked in all attempts at self-expression.

Five boys were assessed as being generally immature and socially inept.

Case 1.

Joe, aged 20, and a college junior, was closely attached to his father who is a skilled laborer of Polish background. He was torn between loyalty to his family and the increasing gap in educational levels.

He had difficulty in talking about himself, stated that he used to be shy but was getting over it. He particularly enjoyed the fellowship of his fraternity and the secure status he felt there.

Case 2.

Bud, age 18, and a college freshman, viewed himself as a close pal with his father. He came from a rural, close-knit, lower middle-class family.

He came to college largely because he inherited money from his grandparents and because his father and mother wished it. He did not date at the University but had a girl, whom he vaguely liked, at home.

Case 3.

Hans, aged 19, and a freshman, came from a German background of skilled laborers. He was brought up by his sister because he was in conflict with parents' "old country" ways. Hans had a girl at home whom he planned to marry eventually, but he felt he wasn't ready for this yet. He was largely self-supporting and seemed to be a stolid, pragmatic, intelligent person.

Case 4.

David, aged 19, a sophomore in Fine Arts, was shy, physically small, and boyish. He planned many years of education and good grades were important to him. His parents were middle-class, conventional Jewish people. David felt it would be a long time before he could even think of marriage.

Case 5.

Bill, age 21, was a junior in Electrical Engineering. He came from a small village in a remote mountain section. His parents had an 8th grade education and were unskilled laborers. He was the only one of a large family to go to college and did so on the advice of a high school guidance counselor.

Bill had felt awkward, lacking in polish, hostile towards "city Jews," and out of his social element. He was, however, sure of his academic goals. He was putting himself through college by means of work and a scholarship. He apparently had not dated.

One young man planned marriage one year after college graduation.

Fred, aged 22, was a senior in Business Administration. His fiancee was a junior in the School of Nursing. Fred wanted to wait for marriage as he planned to work and go to graduate school. He dropped out of school for over a year after starting in order to "find himself."

Fred came from a closely-knit family in which both parents worked. His mother was a nurse and his father, an accountant. His father had always wanted to finish college but hadn't enough money for this.

He seemed to have a relaxed, comfortable relationship with his girl and a practical, realistic attitude towards his life goals.

Of the single men interviewed, the majority appeared to be psychologically unready to even consider marriage. Most had not even engaged in serious dating. Of this "non-ready" group, one seemed to be pre-psychotic, one extremely hostile, and the rest simply immature.

Two were planning a college marriage (both were apparently quite mature psychologically and chronologically). One of these young men was engaged but planned to defer marriage until a year after graduation. Close ties to his parents plus definite long range goals probably encouraged him to wait for his marriage.

Nearly all of the young men who were interviewed appeared to be decidedly immature. Their capacity for relationship seemed limited. The majority had virtually no serious dating experience and they were more oriented, apparently, towards doing than towards interpersonal interaction. The measured personality needs of the single men did show a tendency towards a play oriented and rather superficial form of social life. Dependency needs, as noted by interviewers, also showed up in their rather high measured needs for succorance and nurturance.

Single Women

Twelve single women were interviewed. The interviews were analyzed from the viewpoint of the basic question of why these women were not yet married. The twelve cases fell into four major groups. The groups were classified as:

(a) Strong career drive linked to masculine identification (1 case)
(b) Self-conflict leading to conflict in mate choice and associated with disturbed family background (2 cases)
(c) Strong dependence on parents and immaturity (4 cases)
(d) Engaged, but for various reasons, not yet ready to marry (5 cases)

(a) Strong career drive linked to masculine identification (6 per cent).
Case 1.

Helen illustrates the case of a strong career drive related to over-identification with her father. This girl, age 21, was a junior in a combination course of liberal arts and fine arts. She expressed a very strong religious drive and plans to do graduate work at a theological school following her graduation from Syracuse University. Her plan was to go into religious education. Helen's father is an outstanding professor of religion at an eastern university. The student displayed a very great need to be like her father and stated that she thought she would never marry as she cannot find any man who is serious enough for her. She seemed to idealize her father and imply indirectly that although he attempted to set a model of family democracy, he actually was a very controlling, authoritarian parent.

Helen is the oldest of six children and comes from a closely-knit family that had always done very many things together. Her first mother died suddenly when Helen was nine and her father subsequently remarried a widow who also had been active in religious work. Helen had consistently taken responsibility for the younger children over the years.

She has a wide range of artistic-musical and academic interests. Her particular interest at the moment were in education and psychology. She seemed to be unselfish, dignified, but rather rigid and compulsive person.

(b) The second group of cases involved a classification of students who seemed to come from a disturbed family background. Two students fell into this category (17 per cent).

Case 1.

Laura, age 19, was an economics major in the College of Liberal Arts. She plans to go into international work. She expressed conflict between being a popular athlete and an artist.

According to Laura, her disturbance as to what she wanted to be went back to her junior high school days. At this time, she was extremely overweight and left her own group of upper-middle class friends for "beatnik hoods." It was not until her junior year in high school that she began to study so that she could get to college.

Laura's father is a banker who has his Master's degree and is working towards his Ph. D. He has written several books and hopes to be a college teacher. He also has leanings towards joining idealistic, non-conformist groups.

Laura's mother majored in economics in college, but now is taking graduate work in art and is teaching art at a college. Laura stated that her mother had a "mental breakdown" twenty years ago due to economic pressures on the family. She had a similar breakdown two years ago. Her daughter described the mother as being "manic-depressive."

Laura is the youngest of three girls, the eldest of whom went to Ivy League colleges. Laura thinks that she is not as talented as her sisters are, but is more highly motivated. She described her bringing up as being very permissive and almost neglectful. She indicated a basic sense of inferiority, as she talked about herself and her life. Laura expressed a desire not to marry until she was at least 26 years old, in that she wanted to have many travel and educational experiences first.

Case 2.

Marjorie, age 18, was a freshman in the College of Fine Arts at the time of the interview. She was attending this college on a scholarship. Her father had been killed four weeks before the time of the interview by his mentally deranged brother. The father, who was born in Greece, had according to his daughter, "gone to college all his life." He had also held a job at the same time. Marjorie pictured her father as being an "old time," dominating patriarch. Her father and mother had had many arguments over Marjorie's dates. Marjorie had gone steady with a 26 year old Phillipino artist whom the mother liked but the father did not. At present, she is going with an Iranian boy, whom she finds too "old country." She is very upset about him. Her mother is strongly opposed to this boy, but her father had favored him.

The mother, who was born in Germany,was described by her daughter as cold, athletic, and adventurous. Laura has one younger brother who is a good scholar, and a twin brother who is a "bum." He dropped out of school several years ago, and is currently unemployed.

Marjorie impressed the interviewer as showing a drive for security and belonging to a steady boy friend but was afraid of getting hurt by this. She stated that she had been in love twice before with married men, and had been very upset when they broke up with her. Marjorie is sure that she wants a fine arts education and a career in art, but is very confused by her relationships with men.

She wanted to leave Syracuse University as she found it too confining.

She thought she would like to go to Cooper Union Art School. Her mother objected as she thought Marjorie needed the protection of dormitory life.

Marjorie appeared to be a creative, outgoing, competitive, insecure, anxious, conflicted, and insightful young lady.

(c) Four cases were classified as representing girls who basically were still too immature and dependent on their parents to be ready to consider marriage.

Case 1.

Judy, age 20, was a junior in the College of Liberal Arts, but she had a major in fine arts. She was on full scholarship and did not belong to a sorority. Judy expressed conflict between career and marriage goals. Her identification with being a feminine person seemed to be gradually emerging. She had many outdoor and creative interests, and expressed excitement about the fact that at the time of the interview she had a "good friend" who had recently graduated from the College of Forestry. She thought that this might eventually lead to love and marriage but she could not be sure. Judy was helping to put herself through college by a wide range of summer jobs, most of them of an outdoor nature.

Judy, one of two children, stated that she thought that her mother was over-protective. Her father, a businessman, was described as lacking in understanding of her interest in art. Both parents were college graduates. Judy stated that she wanted to attend the Syracuse University in Italy program during the following academic year but was not sure whether her parents would permit it.

Case 2.

Marilyn, age 20, was a junior in the College of Home Economics. She appeared to the interviewer as being overly dressed in an extreme style and wearing a large amount of highly dramatic make-up. She showed little capacity for relationship in the interview and focused the conversation on her many dates, her hostility towards her parents, and her own independence. She is the older of two children and stated that she formed a bond with her younger sister to act in defiance of the parents.

Marilyn described her mother, a high school graduate, as a homemaker who was nothing but a hard working "drudge." Her father, she said "works night and day" in business. Her parents seemed to have a very slight relationship toward each other. Marilyn pictured her father as being cold, hard, remote, and overly possessive of Marilyn.

She stated that she came to college because it was the thing to do, and because her boy friend was at Syracuse University. She later broke up with him. She vaguely stated that she might be engaged to a boy at another college, but has dates every night at Syracuse University. She gave the impression of using men for her own entertainment. She also implied a rather promiscuous relationship with a number of boys.

She said that there was a conflict in religion between herself and her boy friend, in that she is Protestant and he is Catholic. Concern over ethical values, however, was conspicuously absent from her conversation. Marilyn works in the summers as a secretary in jobs that are apparently arranged by her father.

This student impressed the interviewer as being narcissistic, immature, and exploiting in her relationships. Basically, she seemed to feel rejected by her parents and searching in dependent way for a real relationship with them. On the other hand, she appeared to distrust relationships.

Case 3.

Cathy, age 19, was a sophomore in the College of Liberal Arts. She was a short, stocky, childish looking girl. She said that she hoped to major in education, but was afraid she would not make the grade, as she has a hard time with her studies. Her summer work experience had been mainly as a camp counselor.

Cathy's boy friend, age 21, is a senior in the College of Business Administration, and will graduate in June. Cathy thinks it is important to finish her education before she can consider marriage.

Her parents had two years of college and her father is a businessman while her mother is a homemaker. She has one younger brother.

This family appears to follow the cultural pattern of many Jewish middle-class families. She described her mother as making all the family decisions and her father taking care of the business. Cathy expressed herself as being very close to her mother and stated that her family life was extremely happy. The interviewer felt that she was a basically dependent, conforming, over-indulged girl.

Case 4.

Dorothy, age 19, was a sophomore in the College of Home Economics. She said that she had wanted to be a nurse but her rheumatic condition, which actually doesn't bother her, had prevented her admission to the School of Nursing. She then wanted to be a secretary but her mother had insisted that she go to college. Her father, who is 17 years older than her mother, is a foreman in an industrial plant. Dorothy said that he took a passive role in the family and that her mother and her grandmother, who lives in the family, make all the decisions. The family originally came from Czechoslovakia.

Dorothy thinks now she would like to take a major in fashion merchandising. She commutes from home and takes little part in campus life. She has to help with the domestic work at home as her mother works as a secretary at the University. Dorothy is one of a pair of twins, and described her sister as being a much better and more serious student than herself.

Dorothy has a boy friend who is about to finish a two-year landscape architecture course at a state technical school. He has a job in view and she would like very much to marry him. She feels she cannot do this as her mother is opposed. According to the interviewer, Dorothy seemed to be a passive, repressed, frightened person.

(d) Five students were engaged but for various reasons felt that they were not yet ready to marry.

Case 1. Sally, age 20, was a senior majoring in advertising. She was an only child whose mother died a few months before the interview, after a long illness. Her father had two years of college and was a successful businessman.

Sally appeared to be extremely attractive, poised, self-assured, and realistic. She was, at the time of the interview, engaged to a French boy of the Catholic religion whom she had met on a trip to Europe. He had the equivalent of about two years of college, and is now a journalist. They plan to marry and live in France. Sally is Jewish, but neither take religion very seriously.

The father objects to the marriage on the ground of cultural differences. Sally plans to have her fiance visit in the United States for two months this summer before they definitely decide to marry. Her interests are largely cosmopolitan and she seemed to have given a good deal of serious realistic thought to her hoped for marriage.

Case 2.

Susan, age 19, was a sophomore majoring in education. She considered herself engaged to a boy friend at another university who was studying in the premedical course. She wants to wait until she is graduated to marry. Her parents would finance her marriage now, but she and her boy friend want to handle this themselves. Susan seemed very sure that she would marry upon her graduation.

While her father has a Master's degree in Business Administration, her mother had not gone to college. Her mother is employed as a secretary and her father is in the public relations field. This is also true of her boy friend's father. Susan described her father as being very tense and hard working.

Susan stated that she thought she was too immature to get married and that she is not ready for an experience of this kind. She seemed to the interviewer to be not very bright. For instance, she jumped to many conclusions on scanty evidence. She also seemed to basically lack self-confidence and to expect criticism.

She had been to camp most of her summer vacations, spending recent ones at work camps. Her major interests were in sports, folk and square dancing, and teaching children's games.

Susan has a younger brother, who, she said, was more self-sufficient and mature than herself.

Case 3.

Jane, a freshman art major was engaged at the time of the interview to an engineering student who had been picked out by her family. The boy friend's father and her father as well as her older brother are all engineers. Jane described her father as being cautious, inhibited, and perfectionistic. Jane appeared to be this kind of person too, but expressed in the interview a strong identification with her mother.

Jane went to college basically because her parents expected her to. Her mother was not a college graduate, but her father did graduate. Jane described her parents as getting along well together and herself as being extremely close to both of them.

The only real enthusiasm that this student expressed was in the area of child care. She had worked as a nurse's aid as has her mother. She wants to teach children after her marriage until she has her own children. She would like to go back to teaching when her children grow up.

Jane felt that it was best to leave plans for marriage up to her boy friend. Whatever he decides to do is fine with her. She thinks it would be possible to marry during the junior or senior year as one does not have a heavy academic program then. She showed no particular urge to get married.

Case 4.

Barbara, age 21, is a junior majoring in art education. She is in love with a graduate student who is finishing his Ph. D. The marriage, according to her, was being deferred because both want to finish their education first, and want to get good grades. The interviewer thought that there might be other reasons for deferring the marriage, however. One of the reasons might be a religious conflict in that the boy friend does not belong to a church and comes from a Protestant-Catholic home. Barbara, however, is a church-going Protestant. Barbara also showed signs of confusion over herself and her goals, in that she dropped out of high school during her senior year "because of her mother's illness." She later returned and went to a Virginia girls' school for a year. She came to Syracuse University for an art major and dropped out after a year of studying art to take a job as a governess. She later returned to the University and wanted to be a social worker. She changed this when she found a Master's degree was needed, and is now majoring in art education.

This goal conflict might be related to confusion over identification with her parents. Her mother had one year of college and now runs an antique shop in her home. Her father, a college graduate, has pushed her far to achieve educationally. She resents this pressure but does push herself. Her father travels for a business firm and has always been very busy. Barbara stated that only recently could she communicate with him. Barbara's description of her boy friend sounded very like that of her father, though Barbara seems to only dimly realize this. Barbara appeared to be engaged in a late adolescent struggle for her own sense of identity.

She implied rather clearly that she was having an affair with her boy friend and was in conflict over this.

Case 5.

Ruth, age 19, was a senior majoring in English and education. She plans teaching on a secondary level and is very happy in her choice of work.

Ruth, one of two children, comes from a Jewish family. Neither parent went to college. The father is a businessman and her mother is a housewife, with rather narrow interests. Her parents live in Syracuse and Ruth goes home every weekend to visit them. Her boy friend also visits on the weekend.

Ruth expressed serious interest in her college work and stated that she was determined to finish her education before she married. She is engaged to a Cornell senior, who at age 23, has finished military service and plans to go into business. He also thinks she should finish her education before she gets married. Her parents approve of her marriage plans and would be willing to finance her wedding now, but she and her fiance want to take care of this themselves. Ruth stated that she was very close to her mother and could discuss anything with her.

Ruth was engaged, in her sophomore year, to another boy, but this engagement broke up. She had seriously considered marriage at that time. She was quite defensive about discussing this and implied it had been a deeply hurtful experience.

Ruth has worked summers at camp and more recently as a secretary. She belongs to the English Honorary Society and was formerly in a sorority but dropped it as it bored her.

The interviewer thought that this girl seemed rather tense and insecure and lacking in self-esteem. She seemed as if she had been more impulsive at an earlier time in her life and is now trying for a more conventional pattern of living.

SUMMARY OF INTERVIEWS WITH SINGLE GIRLS

The chief question in reference to the five engaged girls is: Why do they plan to defer marriage until after they graduate in contrast to the undergraduate student wives?

So far as the interviews provide clues, it appears that in one case, marriage was deferred because the fiance was not born in or living in this country; in two instances the engaged girls seemed to be still primarily tied to their parents and not psychologically ready to leave home; in one instance the bride-to-be appeared to be more identified with the child, than with the adult world; and in the last case, the young woman was apparently driven to prove her academic competence to her high-achieving father with whom she had an ambivalent relationship. The attitudes of the prospective husbands, as reported by their fiancees, were also oriented towards deferment of marriage.

The interviews did reveal that, in the judgment of the interviewer and project director, most of the young single women were still what might be called late adolescent. The majority were still quite dependent on their parents, had not reached a sense of personal identity, were highly concerned about themselves and their appearance, and were emotionally labile. The index scores showed them to have higher needs for emotionality, exhibitionism, narcissism, sex, succorance, reflectiveness, and sentience than the married women. They also had higher needs than the single men for emotionality, harm-avoidance, narcissism, sex, and impulsivity. The ways in which these single women differ from the single men and the married women are mostly related to what might be called an "artistic personality." Most of their need differences are centered around the demonstrative-emotional way of life but, on the other hand, they also have high measured needs for cautious-controlled behavior. It is interesting that many of the girls interviewed talked about a conflict between settling for the conventional order that their parents preferred and the more creative, free life style that they treasured. The emphasis on freedom to be creative was found in many of the interviews with the young, single women. Could it be, that this drive for individual creativity is something that many women must, in effect, give up when they decide to marry? Perhaps they don't really give it up but turn it into the more natural biological channels of homemaking and parenthood.

Incidentally, only one man expressed a conflict in the interviews over the issue of creativity vs. conformity. Of course it is a well-known fact that nearly all of the creative achievements are performed by men. Marriage, of course, might free the men for higher levels of achievement since the wife provides a psychologically supporting environment. Another point along this line is that creative interest may be a substitute for repressed aggression. The single and married men do have higher measured needs for dominance and aggression than do the women.

COMPARISON OF INTERVIEW FINDINGS WITH ACTIVITIES INDEX SCORES - MEN

When the findings of the Activities Index are compared to the interviews, one can see that the higher needs of the young married men compared to the single men are related to interview observations.

It has already been noted that the younger husbands who were interviewed seemed to be either unusually mature and serious for their age or to have developed strong achievement and intellectual drives as a defense against a sense of inadequacy. These young husbands (see Chapter II) were found to have higher needs for achievement, deference, energy, and reflectiveness than the single men. They also appeared to have more drive for theoretical-intellectual satisfactions than did the older married men. It was noted that the Activities Index Scores showed a tendency for the older husbands to be comparatively timid, apprehensive, inhibited, and withdrawn. Interviews with the older married men did reveal that many of them had failed in their earlier school experiences and had not had a very adequate vocational history before returning to school. This, of course, was not consistently the case.

EDUCATIONAL GOALS AND ATTITUDES, FAMILY BACKGROUNDS, AND LIFE SITUATION FACTORS OF MARRIED AND SINGLE UNDERGRADUATE STUDENTS

CHAPTER IV

INTRODUCTION

The members of the study population were asked to fill out anonymous questionnaires. These questionnaires were of a forced-choice variety and consisted of 115 questions. (Samples of the questionnaires will be found in the Appendix.) These questionnaires covered the following main topics:

EDUCATION

PRESENT STATUS
GOALS
ATTITUDES
STUDY CONDITIONS AND TIME SPENT ON STUDY

In reference to goals and attitudes, respondents were asked to answer in terms of themselves and in terms of what they desired for their wives--or, in the case of the single men, the wives they hoped to have some day.

LIFE SITUATION

FINANCES
EMPLOYMENT
HOUSING
RECREATION
CHILDREN
HOUSEHOLD TASKS
PERCEIVED PROBLEMS
PERCEIVED LIFE SATISFACTIONS

FAMILY BACKGROUND

PARENTS' EDUCATION
PARENTS' OCCUPATION
MARITAL STATUS OF PARENTS
RACE, NATIONALITY, RELIGION

DATING, AND COURTSHIP HISTORY

AGE OF PHYSICAL MATURATION
AGE OF FIRST DATING AND GOING STEADY
PRE-MARITAL SEX BEHAVIOR
ENGAGEMENT

Questionnaire data were analyzed for the following groups:

(Not all groups were compared on all items.)

1. Single men compared to married men
2. Fathers compared to husbands who were not fathers
3. Husbands over age 24 compared to husbands under age 24
4. Husbands who married at less than age 22 compared to husbands who married at over age 22
5. Single women students compared to married women students
6. Married women students who had children compared to married women students who had no children
7. Student wives compared to wives who were not students
8. Student wives compared to student husbands
9. Single men students compared to single women students
10. Single and married men and women who rated their current lives as happy compared to married men and women who rated their current lives as unhappy

Tables presenting these data will be found in the Appendix.

PART A.

Married Men Compared to Single Men

All married men students : all single men students
Fathers : Non-fathers
Husbands over age 24 : Husbands under age 24
Men who married at less than 22 : Men who married over age 22

PART B.

Married Women Compared to Single Women

Student wives : Single women students
Student wives : Non-student wives
Student mothers : Student non-mothers
Women marrying at less than 20 : Women marrying at over 20

SINGLE MEN STUDENTS COMPARED TO MARRIED MEN STUDENTS

The married men, as a group, differed from the single men as a group, in the following ways. (Significant differences at the five per cent confidence level are indicated by one asterisk, and at the one per cent confidence level by two asterisks.) The median was used as a measure of central tendency rather than the mean because of the form in which the data were gathered. Thus, when the word "average" is used, it refers to the median.

Age and Veteran Status

** The married men as a group were 25.5 years old; the single men 20.1 years. (Table M-17).

** Significantly more of the husbands (63 per cent) had finished their military service than had the bachelors (2 per cent). (Table M-66).

Educational Situation, Attitudes and Aspirations

* Over two-thirds of the married men were seniors, whereas only one-fourth of the single men were at this level. Nearly one-third of the bachelors and seven per cent of the husbands were freshmen. (The college class distribution of the two groups was planned in this way for the sample selection because the total University male married and single student population was distributed in this fashion.) (Table I, Chapter I).

* The husbands were taking significantly fewer credit hours (median = 15.3) than were the single men (median = 16.5). (Table M-2). The two groups were equally represented in the various colleges of the University with the majority being in Liberal Arts, Business Administration, Engineering and Forestry (in that order). Nearly all of both groups planned to obtain a Bachelor's degree.

* More of the single men (68 per cent) planned to go on for graduate work than did the married ones (53 per cent). This difference in aspirational levels is more marked when one considers that 32 per cent of the bachelors as contrasted to 12 per cent of the married men hoped to obtain a degree at the doctoral level. (Table M-6).

* Significantly more of the single than of the married men regarded the chief value of college education as consisting of vocational preparation (Table M-13). Over three-fourths of the bachelors responded in this way, while this was true of only a little over one-half of the married men.

* The respondents were asked to indicate the one chief value of a college education for wives, or to indicate that they did not value an education of this kind. The married and single men differed

significantly from each other in reference to their attitudes in this matter. The source of this significance relates to the fact that 50 per cent of the unmarried and 22 per cent of the married males selected as a prime value the following: "A college-educated wife is a more effective wife and homemaker." (Table M-48). (Almost three fourths of the wives neither had a college education nor were college students.)

* The two groups were significantly different in reference to taking a permissive stand towards the wives having a graduate education if they wished it. Twenty-three per cent of the single men and seven per cent of the married ones said that they would not stand in the way of a wife's graduate training if she wanted this. Fourteen per cent of the husbands and two per cent of the bachelors said they would favor a wife's further education as it would help her for present and future employment. Less than 10 per cent of both groups felt that graduate education of the wife would promote more common interest in the marriage relationship. A very small proportion of the men stated that a prime value of graduate education lies in promoting more effective skills in homemaking and motherhood.

* More of the single men than of the married ones considered high salary or prestige to be the most important feature of their future careers. This was true of 41 per cent of the single men and only 16 per cent of the married ones. Fifty-eight per cent of the husbands primarily sought a chance to be creative and independent in their future careers, whereas this was a first-choice value for only one-third of the bachelors. (Table M-16).

These stated career values are probably related to the perceived purposes of a college education, as presented earlier. It should be recalled that the single men were more oriented towards vocational preparation than were the married ones. The more pragmatic, materialistic attitudes of the unmarried males may be at least partly related to their greater youth. However, when the younger husbands (26 were under age 24) are compared to the single students, one finds that 65 per cent of the marrieds as compared to 33 per cent of the singles were looking for creative, independent work.

It is interesting that both single and married men, for the most part, disclaim the comparative importance of employment security. This stated attitude may be more an indication of idealized belief than of actual behavior. Many observers of the American scene comment that young people today are more concerned with security than with values associated with independence and creativity. With so many of the married men holding the latter values to be of first significance to them, one wonders to what extent they will be frustrated in their goals by the realities of family life. On the other hand, perhaps they chose wives who are willing to support their spouse's dreams. This individualistic orientation of the husbands also appears to be at odds with the common perception that married undergraduates are dominated by the prosaic realities of domesticity. Most of these husbands, at least, appear not to be.

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* An asterisk is used to denote significant differences.

Differences between the major male groups that were not significant are discussed below.

More of the husbands (33 per cent) expressed primary interest in general education than did the single males (23 per cent). Twelve per cent of the husbands and none of the unmarried males said that the chief value of a college education lay in preparation for community and family living.

The relative de-emphasis on vocational training on the part of the husbands, as a group, is somewhat at odds with the prevalent and "common sense" notion that married men, driven by the need to support a family, are not so free as the bachelors to savor the less pragmatic aspects of an academic experience.

Sixty-four per cent of the husbands and 57 per cent of the single men said that a graduate degree was important. There appears to be some discrepancy here between student attitudes and plans. According to Table M-6, 53 per cent of the husbands actually planned graduate work (as compared to 64 per cent who considered it important). On the other hand, 68 per cent of the single men planned to go on for graduate degrees, although only 57 per cent stated that this is important. These differences between expressed plans and attitudes is interesting, though not of great magnitude. The current pressure for more highly specialized and advanced training is probably reflected by the fact that only eight per cent of the husbands and 15 per cent of the single men responded that graduate education was completely unimportant.

There was no significant difference between the male groups in relation to stated attitudes towards college marks. (Table M-11). About half of each group was oriented towards achieving honor grades and about half responded that good or adequate grades were acceptable to them. None expressed indifference toward marks.

The male groups were similar in their evaluation of their college experience. About 80 per cent of both groups replied that it was as good or better than they had anticipated. (Table M-14). About one-fifth of each group considered it to be poorer than they had expected it to be.

Only one of the husbands replied that he left college because of his marriage. Seventy-four per cent reported that there was no interruption in their college education, while 25 per cent stated that they had quit college and returned later for reasons other than marriage. (Table M-15a).

Interviews with a sample of the study population revealed that a number of husbands (48 of them were over 24 years old at the time of the study) left college for a few years and returned later largely because of an earlier lack of motivation. Some did not even start college, due to disinterest until after they had worked and/or completed military service. Most of these men went into the military service after first leaving school or before entering college and later returned to finish their education. They gave as reasons for their later return: awakened interest in education, more definite career goals, and the financial advantages of the G.I. Bill, as related to Korean War veterans. It also appeared that a minority of these men has difficulties in personal adjustment. Dissatisfaction with themselves as persons appeared to operate in sending them back to school. A number married while, or just before, they were in military service. Only one of those interviewed gave marriage as a reason for a more serious interest in education.

Lack of goal clarity and confusion over identity has been noted as a feature in the lives of many late adolescents. This is likely to be especially true of young men who are known to develop more slowly than their female counterparts. Immaturity and goal diffusion were quite marked characteristics of many of the single men who were interviewed.

It also has been remarked that our culture presents conflicting patterns of expectations to the young man, in that education is variously devalued as being largely reserved for "sissies" and valued as a prerequisite for masculine achievement. Educators frequently find that the conflicted male college student needs to take a year or two away from the campus to establish himself as a relatively independent adult before he is ready to settle for the role of student.

The married men in this study who left college and later returned (25 per cent of the group) may, in large part, be representative of a group who, with time and experience, "find themselves" educationally or, perhaps, have failed to find themselves in other roles.

The data fail to confirm a popular impression that marriage, itself, interrupts a young man's education. Perhaps a study of permanent college drop-outs would reveal a different picture.

Study Hours and Conditions

There was no significant difference between the married and single men in relation to the time that they said they spent studying during the week before they responded to the questionnaire. The median number of hours spent by the husbands was 22.7, by the unmarried men, 23.6.(Table M-50).

The married and single men students were similar in their perceptions as to the adequacy of their study conditions. Eighty-two per cent of the husbands and 83 per cent of the bachelors considered their study arrangements to be adequate or very adequate. (Table M-51).

About 80 per cent of both groups replied that they found studying to be either mildly or very interesting. Over one-third of the husbands and one-fourth of the bachelors reported the latter. Only one married man, and no single men, described studying as being extremely boring most of the time. (Table M-52).

Nineteen per cent of the bachelors and 34 per cent of the husbands stated they didn't particularly want their wives to have a college education. These differences between the two male groups are not significant. However, over half of both groups felt that college education was important for wives. (Table M-8).

About one-fifth of both groups thought the chief value of a wife's college education was the increased commonality of interests within the marriage. Very few of the men in both groups viewed a wife's higher education as having its chief value in terms of her employability or her social contribution to her husband's career.

The masculine respondents were not significantly different in their attitudes towards graduate education for a wife. (Table M-9). Sixty percent of the husbands and 49 per cent of the bachelors stated that education at this level was not important for their spouses. Seventeen and 13 per cent, respectively, considered it to be important and none thought it to be of primary importance. Comparison of these figures with those for college education reveals that graduate education for wives is considerably less valued by the men than is college graduation. (Attitudes of this kind are, of course, to be expected in our culture.)

The attitudes of the men towards their own education were clearly more positive than were their attitudes towards higher education for their wives. For instance, about two-thirds of the men considered their own graduate training to be important but this was true in reference to such education for wives for only about one-sixth of the male respondents. Thus both groups of men would seem, for the most part, to reject the concept of being married to a woman who was highly trained for a profession and actively employed in one.

Summary - Education

In summary, it might be said that the married men had as high educational aspirations as did the single ones. More of the husbands were seniors. All the men considered college graduation to be important and over half of both groups planned to go on for graduate education in the near future. Contrary to many widely-held assumptions, only one husband had dropped out of college at any point in his educational career because of marriage. Although they were five years older, as a group, than the single men, the "delayed education" of the older men might be variously attributed to early disinterest in higher education, early failure in college, difficulties in personal adjustments, and military service (during which time a number "discovered" educational interests and/or the G.I.Bill). (The above information as to causes of later schooling was obtained largely through interviews and should be regarded as observations, rather than conclusive findings.)

The two groups were alike in reference to the amount of time that they spent studying, their conditions for study, and their attitudes towards their college subjects. The husbands as a group, compared to the single men, were less vocationally oriented in their stated educational attitudes and were more interested in careers leading to creative, independent work, rather than to high salary or prestige. Very few if any of the men stated that they were chiefly interested in employment security, and the great majority of both groups were well satisfied with their university education.

The majority of both groups didn't particularly want their wives to have a college degree and most denied the importance of graduate education for married women. Both groups of men, for the most part, appeared to reject the idea of being married to a professionally trained woman.

Current Life Situation

Marriage

The median length of marriage for the husbands was 2.5 years. Almost two-fifths of the group had been married for two years or less, although 24 per cent had been wed five or more years. The great majority had never been married before. (Table M-19).

The median age of marriage for the husbands was slightly below the age of 21. This is nearly one year younger than the national male median age of 21.7. Eighty-three per cent of these men students had married before they reached their twenty-fourth birthday, but only 11 per cent had married before age 20. (Table M-22a).

Thirty-four per cent of these men married before they entered college. Of the remainder, the majority (39 per cent) married during their sophomore or junior years. (Table M-21).

All but one of the married men students were living with their wives. In one case, the couple was separated because the wife was at another college. (Table M-25a).

Nearly half of the married student couples had no children, while 30 per cent had one child. About one-fifth of these married pairs had two youngsters, while only five per cent of the group had three or more children. Almost three-fourths, therefore, had either one or no child. (Table M-23a).

There were 68 children in all, with half of them being under age two. Only 15 of the 68 youngsters were over age five.

The great majority of single men (81 per cent) had no definite plans for marriage. (Table M-21b). Since 21.7 years is the current median age for marriage for men in the United States and since 98 per cent of our male sample was under the age of 22, this finding is in line with expectations. Only two per cent of the single men said that they hoped to marry while in college.

Housing

Over half of the married men lived in the housing provided by the University for the married students. One-fourth lived in a rented house or apartment; seven per cent lived with relatives, one per cent in a trailer, and nine per cent in homes they had purchased.

Two-thirds of the single men lived in a men's dormitory or fraternity, while nearly all the rest were at home with friends or relatives. Thus, about an equal proportion of both groups lived in University-provided (or sponsored) housing. (Tables M-26a and M-26b).

Over half of the married students paid between $45 to $59 rent per month. (Table M-28). This figure is probably associated with the fact that many lived in the housing facilities furnished by the University in that price bracket. Only nine per cent of the group paid more than $90 a month in rent and 15 per cent paid less than $45 a month. Some of the low-rent payers shared a home with parents and some worked part-time for the cost of their lodging. The median amount of monthly rental was $54. This is considerably less than the prevalent cost of middle-class housing in Syracuse. Personal visits to married students revealed that many lived in substandard apartments and trailers. In all cases, however, they seemed to have used considerable ingenuity to make their small homes orderly, attractive and livable. The University Housing, while it consists of temporary, barrack-like structures, has been equipped with good household appliances and fireproof heating facilities. It is also planned in such a way as to provide more than ample outdoor playground and "living" space.

The great majority of men in both groups rated their housing as adequate or more than adequate. (Table M-27).

Employment

** Significantly more married than single men were employed during the fall semester of 1960. Sixty-eight per cent of the husbands and 25 per cent of the bachelors held jobs. Over one-fourth of the husbands were employed 20 or more hours per week but this was true of only two per cent of the single men. (Table M-30).

** Significantly more of the husbands were employed in skilled and higher level occupations (49 per cent) than were the bachelors. (Table M-31).

* They also earned a significantly higher median hourly wage ($1.72 compared to $1.21). (Table M-32).

Nearly all of the men students had some sort of employment during the summer. This was true of 93 per cent of the husbands and 85 per cent of the singles.

* Significantly more of the married than the single men were employed full-time for the whole summer. Seventy-three per cent of the husbands and 45 per cent of the bachelors were so employed. (Table M-33).

There was no significant difference in the occupational level between the two groups in reference to summer employment, in contrast to the findings regarding work during the academic year. During the summer, the percentage of employed males who worked in unskilled labor jobs was generally similar in respect to married and single students. This was also true, for the most part, of the higher level occupations. The heavy representation in the unskilled labor category was, very likely, associated with the comparatively high wages to be made in summer construction work. (Table M-35).

An important probable reason for differential occupational levels during the academic year (higher for the husbands) was the pressure on them to earn money in the highest paying jobs they could find. Also, since they were older and more experienced they probably had more marketable skills. Another reason for the large summer percentage of husbands employed at unskilled labor may well be that a far larger proportion of them worked during the summer than during the school year. Perhaps those who worked only in the summers did not have employable skills at a high level.

Employment of Wife

Sixty-seven per cent of the wives were employed. In response to the structured question as to how the husbands felt about their wives working during the past semester, 42 per cent said that they did not particularly like this but her employment was essential to the family finances. (Table M-45a). Almost one-fourth of the group said that they were glad their wives worked in that this was their mates' share in the family project. Only one per cent of the husbands said that the wife insisted on working against the husband's wishes, and one married man said that he didn't care whether his wife worked or not.

The single and married men were alike in their attitudes towards a wife's employment. About half of the single and married men responded that, in the future, they preferred their wives not to work at all or that they should not work until their children were older. About one-fourth of both groups stated that the wife should make her own decision about employment.

Comparable data are not available on an older group of married college-graduate men. Observation suggests, however, that these college males are somewhat more favorable to a wife's employment than men, a generation older, might be--or might have been at the same age.

Over 80 per cent of the male respondents stated that they felt that their future business or professional careers were more important than those of their wives. Eighteen per cent of the husbands and 13 per cent of the bachelors replied that husband-wife careers were of equal importance. One husband and no single men perceived the wife's career to be more important. (Table M-47).

Finances

In the fall, 1960 semester, the median amount of cash (after college expenses were paid) available to the husbands for the support of their families was $940. A semester at Syracuse University consists of about four months. Hence the median monthly income was about $223. One-fourth of the families had less than $500 for the four months (or $125 per month), while 15 per cent had over $2,000 during this period (Table M-36).

The married and single men were significantly different from each other, in the matter of finances, in several ways.

* Significantly more of the single men received regular, continuing financial support from their parents (88 per cent) than did the marrieds (23 per cent). Half of the husbands and six per cent of the bachelors received no financial aid from their parents. (Table M-40).

Sixty-one per cent of the husbands received no cash contribution from their parents during the fall semester of 1960. The great majority (80 per cent) received no cash or less than $500. Nearly one-fifth received between $500 and $1,500. (Table M-38a).

It is interesting to note that it was impossible to learn from the single men how much cash their parents contributed since the parents automatically paid board, room and tuition bills directly to the University. Many of these single students probably had very little idea of the cash cost of their education. This is a factor that could hardly escape the attention of the married students.

All sources of income for married men,in order of reported frequency of sources are: earnings from own employment (77 per cent), earnings from wife's employment (67 per cent), veterans' benefits (42 per cent), loan (34 per cent), and own savings (28 per cent). Less than one-fifth of the group reported these sources: wife's savings, scholarship, and "other."

Income sources for single men were: contributions from parents (83 per cent), earnings from employment (51 per cent), own savings (47 per cent), and scholarships (23 per cent). Less than 10 per cent of this group reported veteran's benefits and loans as sources of income.

The married men had more sources of income (wives and veterans' benefits) and relied less on their parents than did the bachelors. The one major source of income for married men was that of contribution from the wife's employment (44 per cent of the cases). The next most important major source was that of the husbands' earnings (18 per cent of the cases). Veterans' benefits were the major financial resource for 12 per cent of the married group. Contributions from parents and loans accounted for the chief source of income for only 11 and eight per cent of the cases, respectively.

The picture is radically different for the single men, with 68 per cent of their parents providing the major financial resource. Eleven per cent of the bachelors relied chiefly on their own earnings and four per cent, on loans. (Table M-39).

** Significantly fewer married than single men viewed their income as very adequate or adequate. Forty-seven per cent of the husbands and 60 per cent of the bachelors saw it as adequate. In reference to income judged as more than adequate, 26 and 11 per cent of the single and married men, respectively, saw it this way. Only ten per cent of the marrieds and eight per cent of the bachelors rated their income as very inadequate. (Table M-41).

About half the married men stated that they had no particular difficulty in paying for the needs of their families. Of those categories with which they did have problems, only four involved more than 14 per cent of the group. These are, in descending rank order: recreation (36 per cent), medical care (23 per cent), tuition and other college costs (22 per cent), and clothing (15 per cent). It is interesting, in view of the generally high cost of housing, that only nine per cent of the husbands reported difficulty in this area. Housing provided by the University at $45 per month to over half of the married group probably accounts, in part, for the general ease in meeting this cost. (Table M-42).

> ** Only two per cent of the single men were buying items on time, whereas 51 per cent of the husbands were so involved. Thirty per cent were buying one item on the installment plan; six per cent were purchasing two items, and three per cent were indebted for three items.

Although more married than single males were purchasing goods on time, it appears that their commitments in this matter were quite conservative. (Table M-43).

Of those husbands who were buying items on time, 69 per cent were buying furniture, 58 per cent were purchasing automobiles, 19 per cent were buying clothing, and 11 per cent had taken mortgages on houses.

> ** The married men had significantly more indebtedness than the single men. The median amount owed by the former was $785 and that by the single men, $ 00. About three-fourths of the husbands had debts, while this was true of only one-fifth of the bachelors. Nearly half of the husbands owed $1,000 or more, and 11 per cent owed $3,000 or more (mortgages). (Table M-44).

This indebtedness does not appear to be extremely large when judged in terms of what many young families probably owe. Looked at from the viewpoint of generally limited incomes, these debts would probably present difficulties. They seem not, however, to be part of the picture often painted of married students "crushed by hopeless debts."

Summary - Finances and Employment

The financial and employment picture that emerges from the foregoing data might be summarized in this way:

The majority of both husbands and wives were employed, at least part-time during the academic year. Nearly all the husbands were working full-time during the summer. The husbands worked harder, longer and at higher-level jobs, and at higher wages, than did the single men.

The married males financed themselves largely through the employment of themselves and their wives. The single men were largely financed by their parents. Veterans' benefits were an important, but not chief, source of income for the husbands.

Although more of the single men than the married men judged their income to be adequate or more than adequate, a very small group of husbands found their income to be seriously inadequate. Paying for food and housing was not a problem, though money for recreation, medical care and clothing was in short supply for about one-third of the marrieds.

Almost none of the single men owed money, but about half of the married ones did. The latter were involved in buying an automobile, furniture, clothing and, in a few cases, a house. Very few, however, appeared to be involved in more than one or two installment-buying commitments. Debts generally were not high. The median amount of indebtedness was $785.

It seems that in general, most of these married couples were adequately financing themselves in a self-reliant way and were quite satisfied with their standard of living. As many interviewees commented, "We know that we are reaching important goals."

Social-Recreational Life

* Significantly more of the unmarried men found their social-recreational life to be either adequate (44 per cent) or very adequate (30 per cent), as opposed to the husbands (53 and eight per cent, respectively). Most of this dissatisfaction stemmed from the discontent of the older group of husbands. Twenty-two per cent of the married men and 13 per cent of the single ones stated that their social-recreational lives were very inadequate. (Table M-53).

The fact that 61 per cent of the husbands were at least fairly satisfied with this side of their lives is different from the grim picture that is frequently painted of the harrassed, driven married male student.

** The single men spent significantly more time (a median of 13.2 hours a week) on social-recreational activities than did the married ones (median hours = 6.6). Almost three-fourths of the husbands spent nine or fewer hours a week in this way as compared to a little over one-third of the

> bachelors. However, despite the slight amount of time available to the husbands for recreation, almost two-thirds of them perceived their social-recreational life as being adequate. (Table M-54).

The pattern of recreational activity of the married and single appears to be quite different. Since both groups were asked to check all forms of recreation in which they had engaged at least three times during the past week, there are multiple checks on this item. This prevents a test of significant difference. The leading form of recreation for husbands consisted of informal social gatherings in the home (74 per cent). Individual sports and college social events took the lead for the single men (58 per cent and 56 per cent). Hobbies (39 per cent) and individual sports (30 per cent) were the next most frequent forms of recreation for the married males. Over 40 per cent of the single men engaged in spectator sports, informal social gatherings in the home, and social or special-interest groups such as college activities.

The general pattern that emerges is one that would be more or less expected in that the single men centered most of their recreation around the campus and the married men around the home. It is clear that the latter group participated very slightly in college social, athletic and other extra-curricular activities. Although Syracuse University has a rich program in concerts, plays and art exhibits, only a small portion (14 per cent and 16 per cent respectively) of both groups of men partook of this fare. (Table M-55).

Over half of the husbands (55 per cent) stated that they did not have enough time for companionship with their wives. Since only 39 per cent responded that their social-recreational lives were inadequate, one is a bit confused as to the discrepancy in these responses. Are the wives too busy to share recreational activities with their husbands? Are the husbands so involved in socializing (with whom?) that they have less time with their wives? Is companionship with a wife viewed as a different dimension than social and recreational life? One is left to speculate.

One also wonders whether the majority of husbands, other than college students, might not find that they had too little time for companionship with their spouses? Is this a special aspect of being a married student?

Forty-five per cent of the single males stated that they did not have adequate time for dating (as compared to 55 per cent of the husbands who responded that they did not have enough time for companionship with their wives). Tests of significance were not applied to this item as the two situations were not strictly comparable. However, the difference between 55 and 45 per cent for these two groups does not seem very large.

Sleep, Food and Health

One-half of the men in both groups replied that they had at least as much sleep as they needed. No significant differences were found between the married and single men. This finding is at variance with the general contention that married students are so driven by the complications of their lives that they have less time for rest than do the single ones. (Table M-57).

* Significantly more of the married men (95 per cent) felt that their meals were all right (41 per cent) or excellent (54 per cent). Their responses were significantly more favorable than those of the single men (43 and 36 per cent, respectively). The way to a man's heart still seems to be by the alimentary canal route!

According to the statements of the male students, the majority of those in both groups were in good health during the fall semester of 1960. There were no significant differences between these married and single men. Twenty-one per cent of the bachelors and 15 per cent of the husbands had one or more minor illnesses during that period; the rest claimed to be free of illness. (Table M-59). This is not to say that the basic health of these men necessarily was good. Their awareness of illness problems was obtained through this item on the questionnaire.

Domestic Tasks

A question was asked as to how the husbands and wives divided the household tasks with the exception of child care. Forty-four per cent of the husbands said that each member of the marital pair was responsible for certain specific jobs and that each did an equal amount of work. In 42 per cent of the cases, the men stated that their wives did nearly all the work. In only 12 per cent of the cases did the married men respond that they and their wives shared all jobs equally. One man said that he did nearly all the work and in one case the husband and wife were living on different college campuses. (Table M-60a).

Nearly half of the husbands had no children. Of those who did, only two of the married men said that they took major care of the children. (Table M-61a). One man stated that he and his wife shared this task equally. The great majority of husbands (90 per cent) said that the wife took major responsibility for the care of the child. In three cases, baby sitters were the chief caretakers, and in two cases, relatives assumed this function.

The fathers were asked to evaluate the quality of care that their children received in those instances where the child was cared for by other people. Only one father felt the child's care was inadequate and the remainder felt that it was either good or excellent.

In response to a question related to amount of time spent during the past week on "household chores," the single men claimed they spent a median of 4.7 hours a week in this fashion. The husbands claimed a median of 7.3 hours a week. The groups were not significantly different in this respect. However, forty-four per cent of the married men stated that they spent ten or more hours a week on "domestic" work and 13 per cent of the single men claimed this number of hours. (Table M-66).

Family Planning

The husbands were asked to indicate their attitudes in reference to planning for the size of their families. Since there were multiple checks in some cases, the total percentage of choices equalled 112 per cent. The items which received the largest number of checks were the following: "We have a child (or children) now, but this is not according to a plan." (38 per cent.) Twenty-six per cent responded that they either had or were expecting a child and that this was according to plan. (In reference to this response it should be borne in mind that some of the husbands were married and had a family previous to their enrollment in college.) One-fourth of the married men said that they had no children or were expecting no children and that this was according to plan. Four per cent indicated that they would like to have children but had none as yet. Eighteen per cent of the group said that they did not believe in planned parenthood. This latter finding may well be associated with the fact that 16 per cent of the husbands were Catholic. (Table M-63a).

The married respondents were asked to check their sources of information on planned parenthood. There were multiple checks in some cases, indicating that the students sought more than one source. Fifty per cent got their information from books. Forty-one per cent sought the help of private physicians. Twenty-two percent got advice from friends and relatives, and 15 per cent obtained information from the Planned Parenthood Center. At least 17 per cent of the group indicating that they believe in planned parenthood stated that they did not seek medical advice in this matter either from a private physician or the Planned Parenthood Center.

It seems hard to believe that college students would not realize that medical advice on planned parenthood was important. One student who was interviewed may provide a clue to this resistance to medical help. This young woman who had been married for a year was a senior, graduating with honors. Her husband was studying for his Ph.D. She claimed that she hoped to obtain at least an M.A. in her chosen professional field. They both said that they hoped they would have no children for at least three years. On the other hand, they appeared to be using no contraceptives. They said that they had talked to friends and had read about this but seemed to block on seeking medical help. Both appeared to be quite embarrassed about the subject and also seemed, at least partly, to want to become parents in the near future. In their case, there were financial resources on both sides of the family that could be tapped if necessary. It is highly possible that a basic emotional and biological drive towards parenthood stands in the way of more rational use of contraceptives, in the case of many of these students.

The married men who were not fathers had sought more sources of help in the matter of planned parenthood than had the fathers. No tests of significant difference were possible in this regard, however,(multiple checks). Ten per cent more of the parents had sought contraceptive advice from their private physicians but 12 per cent more of the non-parents had been to the Planned Parenthood Center. A larger proportion of the childless husbands than of the fathers had sought information from books and from friends and relatives. Only seven per cent more of the fathers than the childless husbands stated that they did not believe in planned parenthood (21 per cent as compared to 13 per cent). In both these groups only half of the married men were seeking contraceptive help from generally approved medical resources; that is, either private physicians or Planned Parenthood Center. (Table M-64).

Family Background

Religion

> ** Significantly more of the single than the married men were either Jewish or Catholic. The majority of the husbands were Protestant; a few were Catholic, and none were Jewish. (Table 68).

The reasons for these differences in religious affiliation as related to marital status are probably many and subtle. A few explanations come readily to mind; the emphasis on scholastic achievement before other considerations in the Jewish culture, and the prohibition against contraception in the Catholic religion. These explanations very likely are insufficient to clarify the findings.

The religion of both parents of the married men was predominantly Protestant. Sixteen per cent of this group of parents was Catholic and one per cent was Jewish. According to these data there was very little religious mixture between the fathers and mothers of the married men. The parents of the single men were fairly evenly distributed among the three major religious categories. Again, there is little evidence of religiously mixed marriages in this parental group.

Of the interfaith marriages of students, the majority involved a mixture of Catholics and Protestants. On the other hand, 87 per cent of the marriages were not interfaith.

Nationality, Race and Regional Origins

The preponderance of the male students in both groups were white (96 per cent plus) and were native-born of native parents (88 per cent of the husbands and 82 per cent of the single men). (Tables M-74 and 79).

No significant differences were found between the married and single men in regard to the size or type of community in which they grew up. Thirty-one per cent of the husbands and 24 per cent of the bachelors were raised in small villages or on farms. About one-half of both groups grew up in small (10,000 - 100,000 population) or medium-sized (100,000 - 500,000 population) cities. Fifteen per cent of the husbands and 27 per cent of the single men made their boyhood homes in suburbs (difference not significant). (Table M-78).

Marital Status of Parents

> * Significantly more of the husbands had lost a parent through death than had the single men. Twenty per cent of the fathers of the married men were deceased; this was true of seven per cent of the single male group. Most of the paternal deaths had occurred to sons in the over-age 24 group, but all but three of the fathers had died before their sons reached the age of 20. Eight per cent of the husbands' mothers had died, while none of the bachelors' mothers had done so. These maternal deaths had also occurred before the sons reached the age of 20, except in one case.

There was no significant difference between the two groups in relation to divorce or separation of their parents. Such an event had occurred in only six to nine per cent of the cases. (Table M-89).

Comment

The majority of maternal and paternal deaths occurred in the case of men students who married after the age of 22. Therefore, these losses did not precipitate the men into early marriage. They may, however, be associated with the fact that these men did not go to college at the usual age of 18 or 19 since nearly all these "half-orphans" were over age 24 at the time of the study and since the parental deaths occurred, generally, when they were 18 or younger. Perhaps financial need (associated with paternal deaths) and/or developmental problems prevented earlier college attendance. These husbands married at the "normal age" but went to school late.

The ages of the six husbands at the death of their mothers were: 2, 3, 17, 18, 19 and 23 years.

The ages of the 14 married men at the death of their fathers were: 2, 7, 8, 9, 10, 10, 11, 15, 17, 17, 19, 23, 24 and 24 years.

(This issue is discussed at greater length in the section devoted to a comparison of older and younger husbands.)

Socio-Economic Level of Parents

The fathers of the two groups of men students were not significantly different in the matter of occupation. About one-fourth of the fathers were laborers and nearly half were business managers. Thirty per cent of the fathers of single men were professional people, while this was true of 17 per cent of the fathers of the husbands. (Table M-80).

The educational level of the two sets of fathers was also similar. Forty per cent of the fathers of single men and 30 per cent of the husbands' fathers were college graduates. About forty per cent of both sets of fathers had a high school education or less. (Table M-84).

* However, the parents of the single men had a significantly higher annual income than did those of the marrieds ($12,083 compared to $8,269.) (Table M-85). This higher income was not, apparently, associated with added income from mate employment, in that slightly more husbands' mothers were employed (31 per cent) than was true of the bachelors' mothers (20 per cent). (Table M-81). The fact that 20 per cent of the husbands' fathers were dead might well be associated, however, with this lower income in the family of origin of the married men.

The mothers of the two groups who did hold jobs were similar in their type of employment. Maternal education was also similar. (Table M-83). Somewhat over half of these mothers had a high school education or less and about one-fifth had graduated from college.

The fathers of the married and single men were generally alike in terms of their median age at marriage (25+ years for both). (Table M-86). The mothers, also similar, were married at a median age of 21+. (Table M-87). The families of origin also had about the same number of children (mostly between one and three youngsters). (Table M-88).

Information was sought regarding the employment status of mothers during the childhood years of the single and married males. The hypothesis underlying this was related to the theory that an employed mother might give less attention to her son and that this in turn might be related to developmental disturbances reflected in his becoming a married undergraduate student. (Table M-82).

The data fail to support this hypothesis. No significant differences were found between the two groups. Eighty per cent of the mothers of single students and 69 per cent of the mothers of the second group were full-time homemakers during their sons' early years. This is in line with other studies which fail to reveal behavioral differences between children of working and non-working mothers (especially when the study includes controls for socio-economic status).

Family and Childhood Happiness

** Significantly more of the married students (Table M-90), (36 per cent) rated their parents' marriages as somewhat or very unhappy. Thirteen per cent of the single students so rated the parental marriage. Note that 34 per cent of the married students came from homes broken by death, separation or divorce. The above finding is probably related to this fact.

About three-fourths of both groups claimed that they were mostly happy during their childhood. (Table M-91). On the other hand,

* Significantly more of the married men stated that their adolescence was partly unhappy (40 per cent), as compared to 20 per cent of the single men. (Table M-92).

The above findings would seem to indicate that, for about one-third of the married students, there is a relationship between unhappiness in parental marriage and/or unhappiness during the teens and being a married college undergraduate.

Dating and Courtship History

The husbands and bachelors did not differ significantly from each other in terms of age at first date. Median age for the former was 14.1 years and, for the latter 13.8 years. (The two groups were also similar in terms of median age at time of first nocturnal emission, 14+ years.) (Table M-96b).

The majority of members of both groups had their first date before age 16. (Table M-93).

There is no significant difference between the married and single groups as to when they first went steady. Since the husbands are considerably older than the bachelors and many did not marry particularly early, this finding actually has no relevance to the underlying question, which is: Does early steady dating relate to early marriage? (To be considered later in reference to early-marrying men.)

Going steady was defined in the question item as follows: "Went only with one girl, with at least two dates a week for at least three months at a stretch and had an understanding with her that she was your steady."

The median age for this first steady relationship was 14.5 years for the husbands and 14.2 years for the bachelors. Twenty-eight per cent of the husbands and 16 per cent of the single men "went steady" before the age of 14! Before these men had reached the age of 16 about two-thirds of both groups had "gone steady"--according to their own statements. This probably is in line with the generally observed trend of early dating and early "romances" among today's youth. (Table M-94).

The respondents were asked how old they were when they first kissed a girl, aside from at parties involving kissing games. The married and single men's groups were not significantly different. The median age was 14.7 for the husbands and 14.5 for the single men. About 40 per cent of the males in each group had their first experience of this kind before the age of 14 and three-fourths of them before age 17. (Table M-97).

The great majority of the respondents replied that they had engaged in premarital light petting, with the median age for first having this experience being 16.5 years. (Table M-98). (Two per cent of the single, and seven per cent of the married men refused to answer this question.) One-third of the single men and eight per cent of the marrieds stated that they had not engaged in premarital heavy petting. (Two per cent of the single, and seven per cent of the married men failed to answer this question.) The median age for both groups who were involved in heavy petting was 17+ years. (Table M-99). Since 15 per cent of the husbands who experienced premarital heavy petting were over age 20 when they first indulged and since about half of the single men were under age 20, at the time of the study, it seems likely that the latter's lower rates for this practice might well be mostly a function of age.

* The male groups are significantly different in reference to median age for first premarital intercourse. The single men who so indulged did so at the median age of 17.1 years and the husbands at 18.5 years.

However, this is probably a spurious finding in that 53 per cent of the single men stated they had not had premarital intercourse compared to 24 per cent of the husbands who claimed this. Ten per cent of the husbands and two per cent of the bachelors refused to answer this item. Since the majority of husbands indulging in this experience did so after age 18 and since half of the single men were between 18 and 19 at the time of the study, the median age for their group is apt to rise as more of them (probably) have their first premarital intercourse experience.

The single men had a lower acknowledged rate for premarital intercourse (45 per cent) as compared to the married men (66 per cent). This differential might also be largely related to age (as in the case of heavy petting), since 15 per cent of the husbands had their first experience between the ages of 20 and 21. (Table M-100).

These findings are close to those of Kinsey, who reports that 44 per cent of college male students have premarital sex relations before age 20 and that 64 per cent do so by age 25.

Discussion

Judging from the group data, "going steady" at an early age is not necessarily associated with early sex activity. Although two-thirds of both groups of men stated that they "went steady" before age 16, about one-third claimed to have indulged in light petting by this age, 20 per cent or fewer had engaged in heavy petting by age 16, and about 10 per cent, in premarital sex relations. These data fail to reveal that in the case of these college-bound young male teen-agers, steady dating and sex intimacy are necessarily related.

These data further suggest that male sex experience (at least in this population) tends to follow over the adolescent years a rather "natural order of progression" from light to heavy petting to intercourse. The percentages given in the above paragraph illustrate this point. Psycho-sexual maturational readiness for full sex experience in, at least, a restraining society such as ours would appear to require a fairly extensive period of time for college-bound male youth.

Nearly all of the married men had never been engaged except to their current wives. This appears to reflect a rather high stability of mate choice. Whether such stability is wise or not, in terms of choice of a suitable mate, is not revealed by the data in this study. (Table M-101).

All but 18 per cent of the husbands were engaged to their wives prior to marriage. The median length of engagement was about six months, with only 11 per cent of the husbands being engaged for more than one year. This was clearly a group that had little patience for delay!

However, the husbands had known their wives for a median of 2.5 years before marriage. Only four per cent had been acquainted for less than six months and another 15 per cent for from six months to one year. Nearly half of the couples had known each other for more than three years. Although most of the engagements were fairly short, these marriages do not appear to have been arrived at impulsively on the basis of an infatuated short acquaintanceship.

Only a small proportion of the husbands' mothers objected to their son's college marriage (nearly one-half of these men were not in college when they married). Most of the mothers of college-attending sons were, reportedly, either favorable or neutral in attitude towards the marriage. (Table M-104a). The same general trend obtained (Table M-105a) in reference to the fathers.

The husbands said that there was increased parental approval of their marriage, with time. About half of the fathers and mothers, according to their sons, had grown more favorably disposed to the wedding over the years. Less than three per cent of the parents seemed less favorable in their attitude. (Tables M-106 and M-107).

The minority of parents who opposed these students' marriage did so, according to the respondents, because of their youth and college status. Although 51 per cent of the husbands were in college at the time of their marriage, only 15 per cent of their parents reportedly objected to marriage on the grounds of their sons' college attendance.

Not many of the single men planned to marry while in college (about one-tenth so planned). Most of the parents seemed not to oppose such a plan. Of those who did, the need for the son to finish college first, his youth, and his lack of money were given as reasons.

Reasons given by the single men for not marrying while they are in college, are in order of frequency of response: "Have found no person I wish to marry (46 per cent); finishing education is more important than marriage (26 per cent); lack of finances (23 per cent); feel not psychologically ready for marriage" (15 per cent). (However, about 80 per cent of these men were not going steady with anyone.)

Forty-one of the 74 married men undergraduates married at the time they were in college. Sixty-four per cent of this number said that they did so because they thought they could finance it with the help of their parents. Sixty-one per cent married because they thought they could finance it through their own efforts. Since these two percentages add up to 125 per cent, it seems obvious that one-fourth of the respondents were unclear in their own minds as to whether college financing was to be their responsibility or a matter to be shared with their parents. (Table M-109a).

Thirty-nine per cent of the group answered that they were so physically attracted to each other that they couldn't stand the strain of deferring their marriage. Only 12 per cent gave the wife's premarital pregnancy as a reason for marrying in college. It is interesting that only one student checked the item: "The future seems so uncertain that there seemed no point in waiting." None selected the item: "We thought our marriage was more important than our education." These men did not appear to put "love" before their educational-vocational goals.

According to these responses, it appears that the majority of Syracuse University undergraduate married males are primarily influenced in plans for a college marriage by the practical matter of finances. This finding very likely reflects the response that the student is willing to make and which may be uppermost in his conscious thinking. It does, however, emphasize the important influence that national prosperity has probably played in marriages contracted by the student while he is in college.

Since most of the veterans married when they were not in school, the above findings are not associated with the significant part played by veterans' benefits in making possible the return to college of the married ex-serviceman. In other words, it is doubtful if veterans' benefits influenced the man to marry, but they, more than likely, played a part in the decision of the married man to return to school.

Marital Satisfaction

Three-fourths of the undergraduate husbands responded to the question: "If I had it to do over again, I would marry...." by saying that they would marry when they did, and ten per cent, before they did. Only 11 per cent felt they should have finished their education first, and three husbands stated they would prefer to have waited until later in life. Thus, the overwhelming majority of these men appeared to be well-satisfied with their married student status. (Table M-110a). Over 80 per cent of the husbands said that their marriages were mostly happy. About 15 per cent rated them as being partly happy, and only a few replied that they were mostly unhappy. (Table M-112). About half of the husbands stated that their marriages were better than they had expected them to be and about 45 per cent said that their marriages were as good as they had expected. Only a few rated their marriages as being below expectations. (Table M-113).

The most satisfying aspects of their marriage, as reported by the husbands, were: shared companionship (82 per cent), sense of being loved and accepted (68 per cent), sex fulfillment (53 per cent), their children (53 per cent), creating a home (43 per cent), good living conditions (32 per cent), and a greater motivation to study (26 per cent). (Table M-114a).

The most satisfying aspects of life at the time of the study, as indicated on a check-list by single men, were: companionship with friends (83 per cent), good living conditions (50 per cent), and a sense of being loved and accepted by girlfriend (44 per cent).

About one-third of the bachelors rated classes and studying as being highly satisfying and one-fourth gave this accolade to sex fulfillment. Only three per cent of the single men found nothing very satisfying in their current life. (Table M-114). However, only 53 per cent of the single men rated themselves as mostly happy (compared to 84 per cent of the husbands). (Table M-112b).

There was no significant difference between the male married and single groups in reference to their reporting of seriously disturbing problems in the week preceding this study. About one-fourth of both groups reported no severe problems. (Table M-111). The most frequently checked problem category was that of "concern over studies" (64 per cent of the single men and 42 per cent of the married ones). Thirty-four per cent of the husbands and 24 per cent of the bachelors found shortage of money to be a serious problem. Lack of time and energy was checked by about one-third of the married and one-fourth of the single men.

Ten per cent or fewer of the respondents checked these categories: conflict with parents, conflict with wife or girlfriend, problems of child care, and "other." The perceived problems of these men appeared to be in concretely obvious categories, rather than in those involving interpersonal relationships. It should further be noted that 20 per cent more of the single than the married men reported serious concern over studies.

Sixty-one per cent of the single men and nearly all of the married ones stated that they felt they needed no counseling or information in areas of life adjustment. Seventeen per cent of the bachelors said they would like a course in marriage and the family; 14 per cent would like books on the above topic, and 11 per cent desired a relevant discussion group. None indicated a desire for personal counseling.

Summary

The picture of married and single male undergraduates that emerges may be summarized as follows:

Description of Population

The married men were older, as a group, than the single ones (25.5 years : 20.1 years). Two-thirds of the husbands were veterans and half of them had not married when they were in college. Only one husband had dropped out of college because of marriage. One-fourth of these men had left college at some time during their educational careers, but had returned later. Reasons for earlier dropping out included: failing grades, lack of interest, and financial problems.

The median age at which they were married was a bit less than age 21 (national median age, 21.7). Only 11 per cent of them had married before they were 20.

About half of these husbands had children. Most of the fathers had only one child. About half of the children were under the age of two years. Nearly all of the children were cared for by their own parents. One-third of these children were the result of unplanned pregnancies.

Over half of the wives of these men were neither college graduates nor college students. About one-third of the wives had no training post-high school.

Nearly all of the husbands and single men were native white of native parents. Most of both groups had come from small cities, villages or rural areas. Most of the husbands and their wives were Protestants (none were Jewish). Few marriages involved mixed religions. Seven of the married men listed themselves as "unaffiliated." Twenty married men were interviewed. Of this group, two had grown up in the Jewish faith, but were now unaffiliated. The single men included an equal number of Jews, Catholics and Protestants.

The single and married men came from homes which were similar in terms of the educational-vocational level of their parents. One-fourth of both sets of fathers were laborers, nearly half were business managers, and about 15 per cent were professional men. Nearly half of these fathers had a high school education or less and about one-third were college graduates.

The fathers of the single men had a significantly higher annual median income ($12,000) than did the fathers of the married men ($8,250). One reason for this might be that 20 per cent of the husbands' fathers and seven per cent of the bachelors' fathers were dead. (Most of these paternal deaths had occurred when the student was a child or in his teens.)

About three-fourths of the mothers of both sets of men were full-time housewives while their sons were growing up and most were still in that category. About one-half of the mothers of both groups had a high school education or less and about one-fifth were college graduates.

Thus, with the exception of income level, it appears that the single and married men were alike in terms of educational, vocational and economic backgrounds. Although the majority were middle-class, a sizeable proportion might be termed lower-class and a few, upper-class.

Educational Status, Aspirations and Attitudes

The majority of the husbands were seniors and the single men were distributed in fairly equal proportions throughout the four classes. The married and single men were registered similarly in various colleges of the University: Liberal Arts, Business Administration, Engineering and Forestry being the most popular. Nearly all students planned to graduate from college.

> Significantly more of the single men planned to go on for graduate work (68 per cent), compared to 53 per cent of the husbands.
>
> Significantly more of the single than the married men (75 per cent : 50 per cent) considered vocational preparation to be the chief function of a college education. High salary or prestige was chosen as the chief reason for a college education by significantly more (41 per cent) of the single than the married men (16 per cent). Over half of the husbands and one-third of the bachelors particularly valued, in their future careers, creative and independent work. Both groups gave a low rating to employment security.

About one-half of the husbands said that a college education was important for their wives, but they chiefly saw the value of such college education as being a contribution to her role of wife and homemaker.

The majority of men in both groups favorably rated their educational experience at the University.

Current Life Situation

Engagement and Marriage

The median length of marriage for the husbands was 2.5 years. One-third married before they entered college and a little over one-third married during their sophomore or junior year. All but one were living with their wives (in that case, the wife was at another college).

The great majority of single men (81 per cent) had no definite plans for marriage. One half said that they hadn't met anyone whom they wished to marry. Only two per cent said they were engaged and would like to marry while in college. The preponderance of the husbands had been engaged to their wives before marriage and, for most of them, this was their only engagement. The median length of engagement was six months, with only a few engagements of more than one year. However, nearly all of the husbands had known their wives for over a year before marriage, and nearly half had known them for three or more years.

About half of the men were in college when they married, but only a minority (21 per cent) of the parents objected to the marriage. Most who had objected grew more favorably disposed with time. Most of the single men also reported that they thought their parents would not object to a college marriage. Reasons given by the husbands for marrying while they were in college mostly centered around the belief that they could finance it themselves or with the help of parents. None or one chose these responses: "We thought marriage was more important than our education" and "The future seemed so uncertain that there was no point in waiting." Only 12 per cent said that they married because of the wife's pregnancy.

These students, in all but a few cases, seemed to be very glad that they married when they did. The great majority rated their marriage as mostly happy, and only a few as generally unhappy. Sources of marital satisfaction centered mainly on inter-personal factors such as love and companionship, and much less importantly, on environmental or educational ones. The single men gave companionship with friends as an important source of satisfaction but otherwise were more focused on such matters as good living conditions.

Practically none of the married or single men replied that they had seriously disturbing problems of an inter-personal nature during the preceding week. Seventy-five per cent of both groups said that they had serious problems during that week, but these were related largely to worry over studies (63 per cent of the singles and 34 per cent of the marrieds), money, and lack of time and energy.

One-third of the single men and almost none of the husbands felt they needed information or help in the areas of sex, marriage and parenthood. The single men saw this help as coming from courses, books and discussion groups--not personal counseling.

Employment and Finances

Significantly more of the married men (68 per cent) held jobs than did the single men (25 per cent) during the academic year. One-fourth of the married and only one of the bachelors worked more than 20 hours a week. More of the husbands worked at skilled occupations and they earned more per hour ($1.72 : $1.21). They also worked more hours per week for a longer period during the summer than did the singles. Three-fourths of the husbands and less than one-half of the bachelors worked full-time all summer.

Two-thirds of the wives were employed, though most of their husbands said they wished this weren't necessary.

The median monthly income of the married couples was $223 during the 1960 fall semester. One-fourth of the couples had about $125 a month during this period, and 15 per cent had $500 a month. Only one-fourth of the married couples got regular cash assistance from their parents, while nearly all of the single men did. Half of the husbands got no help from their parents. Only 20 per cent of the married men received more than $500 a semester from their parents. It was impossible to learn from the single men how much money their families contributed. Papa paid the bills and that was that!

The two major sources of income for the married men were employment of the husband and employment of the wife. Nearly half of the group received veterans' benefits. The wife's employment was the chief source of income in 44 per cent of the cases. The husband's employment was the chief source in 18 per cent, and veterans' benefits, for 12 per cent. Over two-thirds of the bachelors got help mostly from parents and 11 per cent from their own employment.

More of the single than married men saw their income as adequate or more than adequate (58 per cent married : 86 per cent single). However, only eight and ten per cent of the two groups felt their income was inadequate. Paying for recreation, medical care and tuition presented financial problems to the husbands in about one-fourth of the cases. Food, housing and clothing were not frequently seen as presenting economic difficulties.

About half of the husbands were buying things on time, but only one single man was doing this. The major installment buying was for furniture (69 per cent of the couples) and automobiles (58 per cent). None of the single and half of the married males owed money. The median amount owed was $786.

Study, Recreation, Food, Rest and Health

The two groups of men were alike in ratings they gave to their study conditions. Most found these conditions satisfactory. The majority also declared that they generally found their studies to be interesting. Significantly more of the husbands than the bachelors thought their social-recreational life was inadequate (39 per cent : 26 per cent). The husbands' recreation was centered in home and hobby activities, while that of the bachelors was in college social, athletic and special-interest groups. The single and married men were alike in the time and energy they said they had available for girlfriends and wives.

Both groups also stated that they were generally healthy. The married men, however, gave a higher rating to their meals than did the single ones.

Family Background

Significantly more of the husbands than the single men came from homes broken by the death of their fathers (20 : 7 per cent). Eight per cent of the married men and none of the singles lost their mothers through death. Nearly all of the deaths occurred when the students were children or teen-agers. Most of them affected husbands who were not early marriers but who were late-enrolling college students. (Nearly all were over age 24 at the time of the study.)

Significantly more of the husbands came from homes where the parents were unhappily married (36 per cent : 13 per cent).

The single and married men gave their childhood days similar happiness ratings, with about three-fourths of both groups saying that this was a mostly happy time. However, significantly more of the husbands (40 per cent) rated their adolescence as unhappy as compared to 20 per cent of the single men.

Total Amount of Time Available to the Two Groups

The median amount of occupied time in a week accounted for by the single men was 58.9 hours and, for the marrieds, 61.9 hours. According to the responses of the single men, they were in classes for 16.5 hours, studied for 23.6 hours, were not employed, and spent 4.7 hours a week in "household" upkeep. They spent 14.1 hours a week in recreation. The married men were in classes for 15.3 hours, employed for 9 hours, studied for 22.7 hours, spent 7.3 hours on household tasks, and had 7.6 hours for recreation.

It is interesting to find how much free time the average man had other than time spent in various forms of work. Leaving out the recreational hours, the average single man worked 44.8 hours a week and the married man, 54.3 hours. Since there are 168 hours in a week, it seems obvious that neither the single men nor the married men were seriously "pushed" for time. Individuals may well have felt real pressures of this kind but the "median" married and single student seemed to be under no particular limitation. Also, it is interesting to note that the "median husband" worked only ten hours a week more than the "median bachelor."

Comment

When the questionnaire findings are compared to those related to personality needs (see Chapter II), we find that the greater expressed interest of the married men in education for its own sake (rather than for their expressed vocational preference for independent, creative work vocational goals) is apparently related to their higher measured needs for intellectual achievement, humanism, scientism, and understanding.

Also, their greater independence in employment and financial matters would seem to relate to lower measured needs for emotionality, narcissism, play, and succorance.

HUSBANDS OVER AGE 24 COMPARED
TO THOSE UNDER AGE 24

CHAPTER V

The married men students over age 24 were compared to those under that age. The reason for doing this was that it was theorized that they were probably quite different groups, in that the older men were apt to be veterans who, very likely, came to college partly because money was available to them through the G.I.Bill. Since it is hoped, at least, that we will not soon have another group of veterans of active military service, it was thought that this older group of students might be a-typical of many married college men today and in the future.

Also, it seemed likely that a number of the findings related to married men compared to single ones might be more a function of age differential than of marital status. Therefore, by separating the older from the younger husbands age-associated variables could be controlled to some extent. The reason that married men under 22 were not chosen as the "younger group" is that there were so few of them (n=12). There were 26 men under age 24 and 48 men over that age.

These two groups were compared on selected questionnaire items that were judged to be particularly relevant to certain attitudes, background factors, and aspects of their current life situation. They were also compared in reference to measured personality traits. (See Chapter II.) The following basic questions were asked:

1. Are older married undergraduate student men significantly different from younger ones in reference to educational, vocational, economic, and related family background factors?
2. Are these two groups significantly different in reference to expressed attitudes related to their own educational-vocational goals?
3. Are they different in reference to current life situation: family size, employment, finances, health, recreation, perceived problems, and self-rated marital satisfactions?

4. Are they different in the area of measured personality traits and interview observations?

An analysis of the study data, including the interviews, resulted in the following answers to these questions.

Educational Goals and Attitudes

The older and younger husbands were similar in reference to their year in college, and in the number of credit hours they were taking. They were also alike in the matter of their educational-vocational goals and attitudes. They studied an equal amount of time and perceived their study conditions as being similar.

Family Background and Personality

The median age of the men over 24was 26+ years, and that of the younger husbands, 21+ years. Four-fifths of the first group and only one of the second were veterans. They were not significantly different, as groups, in the matter of parental education and occupation. However, the parents of the younger men had a

** Significantly higher annual income ($11,500) than did the parents of the older ones ($6,500). (Table M-85).

One reason for this income differential might be that the fathers of the older men were deceased in

* 26 per cent of the cases, as contrasted to eight per cent of the fathers of the younger ones. (Table M-89). Most of the fathers had died when these men were children or adolescents; three had died when the older husbands were in their 20's.

The two groups came from similar types of areas (largely rural, small city and suburban). They rated the happiness of parental marriages in the same way. Also, they gave a generally similar rating of their own childhood and adolescent happiness. Most were white and native-born of native parents.

When the interviews are analyzed, new insights are thrown on the above

3

findings. A random sample of the study population was interviewed. Eight older undergraduate student husbands and four younger undergraduate student husbands were in the interview sample.

When the family background information as revealed in the interviews is studied, the following material comes to light:

> Two of the eight older husbands came from homes where the mother died before they were 20; one came from a home where the father died when the student was 13, and a fourth came from a family in which there was a divorce when the subject was three (father subsequently out of the family picture).
>
> Two of the eight older men came from homes which were severely disturbed although not broken by death. Mr. D., age 28, had been in constant conflict with his divorced mother since the age of 11. A veteran, he had held a wide range of diversified jobs and did not go to college until after he had been married for two years. His one sibling, an older brother, was in a mental hospital. His wife, also in conflict with her foreign-born parents, went to college with him. She seemed the stronger of the two and, perhaps, gave her husband the "courage" to attend the University (he graduated in June, 1961 and planned to go on for graduate work). (It was subsequently learned that this couple separated a few months after the study.)
>
> The other older husband (aged 32) who came from a seriously disturbed background lost his mother when he was three years old. His father remarried when the subject was five. The latter was then sent to live with his grandmother in another state. He had a most unhappy childhood and youth. He attended three different universities, almost completing his training in each. His vocational fields ranged from the ministry to geology, to Russian, to mathematics training for high school teaching. He also had been in military service. His wife, a nurse, helped support him. At the time of the study, he had nearly finished his college training and was the father of a newborn son. The couple were most concerned, however, because he had recently experienced his first--and a severe--epileptic attack. It seemed as if this man was basically dependent and unsure of his masculinity. His life history, as an adult, was fundamentally an "escape from responsibility."
>
> Two more of the eight older men who were interviewed came from fairly disturbed family situations. Mr. L., aged 28, was about to graduate from the College of Fine Arts, but was not sure he wanted to be an artist. His father had been out of the home in military service during his boyhood, and was described as a wealthy, hard-living "playboy." His mother, from an upper-class family, had taken a rather "bohemian" role and had, apparently, been in and out of mental hospitals. She died when Mr. L. was 20 and he was married soon thereafter. His wife was a rather timid, conforming, anxious young woman from a business executive family.

Mr. R., aged 28, from a leading professional family, was a freshman at the time of the study. Married to a college graduate, and having upper middle-class values, he was trying to get a college education. His past academic career showed a series of failures and numerous shifts to a wide range of public and private schools. He had been fairly content in the military service, but, as a non-commissioned officer, was not "up to" his intellectually driving wife. The case history gave clues that his parents were subtly rejecting under a screen of permissiveness. His personality profile also showed a split between withdrawn, hostile needs and conforming, affiliative ones. (This student was dropped by the University for failing work in the fall, 1961 semester.)

Mr. A., aged 26, lost his father when he was 13, but his mother remarried when he was 18. Mr. A. entered Junior College, but dropped out because he lacked interest in it. After he entered the Service, he married Mrs. A. when he was 21. He found a career line in the Air Force and at the time of the study, was enrolled in the Air Force Russian language program at the University.

Mr. E., aged 31, was about to drop out of the University at the time his wife was interviewed. (He couldn't face the interviewer.) There was indication that his family life had been insecure and confused. His father, a college graduate, was a laborer and his mother, a cook. Mr. E. had been enrolled in Art Education, but also was employed as a University maintenance man. He had married in 1948, worked at a variety of jobs, was discharged from the Service because of migraine headaches, and had been going part-time to the University since 1959. His personality profile showed very low measured needs for intellectual achievement.

The last of the two older husband students appeared to be quite stable, mature people. They both came from lower-class, but warm, closely-knit families. Mr. G., aged 26, found engineering as a career interest in the Army. He had married while in the Service. He had not gone to college earlier because of lack of finances and of interest.

Mr. D., aged 24 (note that he is younger than the others), did not start college until he was 20 because he needed to work several years to finance his education. He came to the University on an athletic scholarship, was a physical education major, and planned to go on for a Master's degree. His wife, a nurse, felt that the struggle was easily worth the effort, even though they had two children and many expenses.

All of these older married men had children.

These interviews reveal a far more complex situation for most of these men than the study data would indicate. It seems as if a good proportion of older undergraduate married men might be married and in college because of a complex of personal difficulties that have led to role confusion. This is not true, of course, of some of those who seem to have found educational-vocational interests (and financing) partly through military service. The personality needs of the older husbands measured as a group, also suggest that many seem somewhat unsure of their adult goals.

These findings, discussed in detail in Chapter II, revealed that the younger husbands had higher needs that the older ones for aggression, narcissism, pragmatism, sex and reflection (intellectual introspection). Also, the older men had considerably higher observed scores on the inhibited-withdrawn personality dimension, and considerably lower ones on the theoretical-intellectual dimension.

When the interviews of the older husbands are compared to the younger ones, we find that three of the four "under 24" men who were interviewed come from close, secure, supporting middle-class or lower middle-class families. These three students married high school sweethearts after three or more years of courtship. These husbands seemed to be unusually mature, competent men. Two were fathers, and the third was "expectant."

The fourth "young husband" married because his girlfriend was pregnant. This youth came from a wealthy, "executive type" home. He was over-protected by a dominating, anxiety-ridden mother and ignored by a big-business manager father. Mr. C. had been in a number of semi-delinquent scrapes and indicated to the interviewer that success in life depended on "knowing the right people and playing the angles," He would probably be diagnosed as having a mild character disorder.

The married men who were interviewed were compared, in terms of family background, to the single ones. Of the ten single men who were interviewed, only one came from a broken home. Mr. B., aged 21, a junior had just lost his mother through her death and was planning to marry within a few months. (Note: this is the only single man who had definite plans for a college marriage!)

The other nine single men came from intact homes, but one came from a seriously conflicted one. This student seemed on the point of a psychotic break. The rest of these students appeared to be quite attached to their parents (with the possible exception of one). All but one (who had flunked out of Syracuse University and subsequently returned) were at the usual age for college attendance. Those who were under 20 appeared to be decidedly boyish and quite unready to form a permanent heterosexual attachment (none were contemplating marriage).

The measured personality needs of the single men revealed them, as a group, to be considerably less oriented towards achievement and intellectual interests than the married ones (especially the young married ones). They also had higher needs for emotionality, affiliation, play, succorance and exhibitionism--all characteristics generally associated with immaturity. Moreover, when compared to the older men, the bachelors showed considerably higher observed cluster scores in these areas: aggressive-ascendant, demonstrative-emotional, outgoing-sociable, responsive-self-sufficient, and considerably lower scores for inhibited-withdrawn needs. Some of these differences may be attributed to youth, but others may be associated with a more positive self-concept on the part of the single men compared to the older husbands.

Marriage

** The older husbands had been married for 3.6 years, on the average, while the younger ones had been married for 1.5 years. (Table M-19a). The latter group of students had, for the most part, (73 per cent) married while they were in college at an average age of 20.3 years. About half of the older men married before they started college, at an average age of 22.4 years (significantly older). Far more of the plus-24 year old men had children (69 per cent) as compared to the minus-24 year old group.

* Significantly fewer of the older husbands (42 per cent) rated their marriage as better than expected, compared to the younger men (72 per cent). (Table M-113).

The sources of marital satisfaction were rated somewhat differently. The younger men almost unanimously saw their major satisfactions as being derived from companionship and a sense of being loved. Sex fulfillment was also seen as important by two-thirds of them. More of the older men gave their children and shared companionship as sources of satisfaction (65 per cent) than any other factor. Only half of them saw love and sex as being especially gratifying. (Table M-114a).

Employment and Finances

** Significantly more of the younger men received regular cash support from their parents (46 per cent) than did the older ones (10 per cent). (Table M-38a). A major source of income for many men in the second group was veterans' benefits. The same proportion of each group was employed and both sets were alike in their judgment as to the adequacy of their income.

Life Situation

** Significantly more of the older men (52 per cent) rated their social-recreational life as inadequate, and

** They also spent significantly less time in this fashion. The younger ones spent more time on personal hobbies and college events. (Tables M-53 and M-54).

In terms of food, rest and self-rated health the two groups were alike.

More of the older than the single men (39 per cent as compared to 19 per cent) felt they had a problem in not having enough time or energy. Somewhat more (48 per cent) said they were concerned over studies (31 per cent of the younger ones said this). Neither group indicated much difficulty in their marriage or parent-child relations. (Table M-111).

Summary

The foregoing data indicates that the older and younger husbands were generally alike in terms of their educational goals and attitudes and in their current life situation (except for the older husbands' dissatisfaction with social-recreational life, the fact that more had children, and their lesser degree of parental financial support). Also, fewer seemed highly pleased with their marriages, and fewer stressed love and sex as being satisfying in their marriages. Family background data is also quite similar except that one-fourth of the older, as compared to eight per cent of the younger, came from homes broken by the death of a parent. Possibly allied with this fact is the finding that the median parental income of the under-age 24 men was significantly higher than that of the second group.

Analysis of interviews with a sample of the study population, and of personality test data, revealed that more of the older men appeared to be having serious difficulties in educational-vocational areas than did the younger ones and that most of the men who were having these problems came from homes broken by parental death. More of these older husbands than the younger married and single men came from clearly disturbed family situations. Earlier life problems associated with these situations appeared to play into their confusion as to self-identity as an adult and as a man. This confusion also seemed to bear a relationship to the fact that they were married and in college. There was little overt indication, however, that they were having difficulty in their relationships with their wives and children.

Another group of older husbands, however, seemed to be quite mature and stable people. Some appeared to be in school because they had obtained financial support and career motivation a few years later than the average college student.

Personality test data revealed that the older husbands were a bit less oriented towards intellectual endeavor than the younger ones and were a bit more inhibited and withdrawn.

The fact that fewer stressed the love and sex aspects of their marriage as satisfying and that more complained about their social-recreational life plays into the observation that some of these older married men were probably having difficulty fulfilling their roles as adult males.

It would not be appropriate to conclude that older married men have a more difficult time combining marriage and college than do younger ones. It does seem likely, however, that a rather sizeable proportion of older husbands bring longstanding difficulties in personal adjustment to the college situation.

The younger husbands compared to the single men revealed the same likenesses and differences that were found when the total group of husbands were compared to the bachelors, except that the median annual parental income of the young married and the single men was about the same (instead of being significantly lower) and the incidence of paternal death was about the same.

MARRIED MEN STUDENTS WHO WERE PARENTS COMPARED TO THOSE WHO WERE NOT PARENTS

CHAPTER VI

Husbands who were fathers were compared to those who had no children. Data were selected for analysis in order to provide some answers for these questions.

1. Does being a father affect a male undergraduate student's educational level, attitudes and aspirations?
2. Does being a father and an undergraduate student affect one's life situation in reference to housing, employment, financial situation, recreation, study conditions, health status and amount of time required for domestic labor?
3. Do family background factors, such as religion and socio-economic level, play into whether a married man student becomes a father?
4. Does being a father and a student adversely affect one's marital happiness?

The fathers were found to differ significantly from the childless husbands only in the following ways:

*1. The fathers (74 per cent) were more likely to regard graduate education as important than the non-fathers (50 per cent).

*2. The male parents were older than the other husbands by an average of three years (26.2 years : 23.1 years).

*3. The fathers had been married longer (3.1 years as compared to 1.0 years).

*4. More of the fathers had been married when they were lower classmen than was true of the other husbands.

**5. The parents came from families where the total current income was significantly less ($8,340) than was true of those who were not parents ($11,000). One-third of the parent husbands came from families where the total annual income was less than $5,000, whereas only 12 per cent of the non-parents came from such families.

*6. The two groups were significantly different in their judgments concerning the adequacy of their housing, with 14 per cent of the fathers and three per cent of the non-fathers viewing it as inadequate. Twenty-six per cent of the fathers as opposed to 50 per cent of the other husbands saw it as very adequate.

More interesting than the above obtained significant difference is the fact that the great majority of fathers considered their housing to be satisfactory. A cramped apartment with small children is usually considered highly inadequate by the majority of families, at least those with middle-class values.

Visits to homes for interviews revealed them to be, for the most part, decidedly small and humble. The optimistic attitude and busy efforts at "do-it-yourself" home decoration of these students appeared to be the major determinants in creating an "adequate" home. Those parents who lived in University-provided housing had definite advantages in plenty of outdoor play space and a generally high quality of neighborhood cooperation. The buildings themselves were barrack-like structures and the apartments were very small. Social-psychological factors seemed to generally outweigh physical ones in producing student satisfaction with their housing. Another important element, which came up over and over again in the interviews, was the universally held opinion that "we are on our way up," and "all of us students are in the same boat."

**7. The fathers were employed significantly more hours per week than were the non-fathers. Forty per cent of the men in the first group worked 20 or more hours per week, whereas this was true of only six per cent of the men in the second group.

* 8. Significantly more of the parents (62 per cent) were buying items on time payments than were the non-parents (34 per cent). The chief item being bought in this fashion was an automobile (33 per cent of the parents : 7 per cent of the non-parents). Since the fathers had no more available cash income than the childless husbands and higher expenses, and since they apparently had to work harder for what they did have, it would seem as if buying a car were not based on available income sources but rather based on a desire to own one. It is likely that life with children is harder without a car than is life for just Mr. and Mrs. On the other hand, the childless husbands might already have automobiles, coming as they do from more affluent families. One-third of both groups were buying furniture and household equipment on time.

* 9. Significantly more parents (26 per cent) considered their study conditions to be inadequate than was true of the non-parent husbands (6 per cent). However, only two per cent of the fathers rated their study conditions as very inadequate.

The significant difference between these two groups is surely in line with expectation. It seems more impressive that the majority of fathers rated their study conditions as adequate. This is not in line with the gruesome picture often drawn of the harried young father-student who is holding a baby in one arm while he tries to write a term paper with the other. At least, if he does this, it seems not to bother him!

Perception of life problems and satisfactions of the parent and non-parent groups could not be statistically analyzed for significant differences because of multiple checks on these items. Also, problems or satisfactions relating to parenthood apply, of course, to only the father group.

Both the parent and non-parent married students rated themselves as having more satisfactions than problems. The childless couples checked two and one-half as many pleasures as pains, while the fathers checked 1.7 times as many. This may or may not be meaningful difference. Shorter time of marriage, as well as childlessness, is likely to be associated with the rosier rating of the non-fathers.

The categories of satisfactions of the non-parent group, ranked in order of their group-checked frequency, are: shared companionship (91 per cent); sense of being loved and accepted (86 per cent); sex fulfillment (66 per cent); creating a home together (47 per cent); good living conditions (41 per cent), and greater motivation to study (28 per cent).

In the case of the parents, the majority popular vote went to "our children" (86 per cent). Other satisfactions, in order of checked frequency, were: shared companionship (69 per cent); sense of being loved and accepted (54 per cent); sex fulfillment (38 per cent); creating a home together (33 per cent); good living conditions (24 per cent), and greater motivation to study (24 per cent).

The shift in satisfaction-focus from the marriage relationship and a gratification of individual needs to parenthood and less self-gratification may reflect the greater personal maturity and capacity to give of the parent group. This observation is strengthened by inspection of indicated problems in Table M-111, where little conflict in the marriage relationship is indicated by either group. That is, the parents appear not to be driven into their father-role for substitute gratifications. If the parent group is more "giving" than the childless husbands, one doesn't know whether this is the product of chronological age, a post-partum development, or a pre-parental condition that led to fatherhood.

**10. The parent group rated themselves as having significantly more problems than did the non-parent group. Only 14 per cent of the husbands rated themselves as having no seriously disturbing problems during the past week, whereas this was true of 41 per cent of the childless husbands. On the other hand, they did not give their marital happiness a lower rating.

Problems perceived by the parents were: concern over studies (52 per cent), not enough money (40 per cent), not enough time or energy (40 per cent), and "other" (17 per cent). Twelve per cent or fewer checked these categories: conflict with parents, conflict with wife, difficulties in sex adjustment, and problems of childcare. In relation to "concern over studies," it is pertinent to observe that 64 per cent of the single men checked this category.

Problems checked by the non-fathers were: concern over studies (34 per cent), not enough money (22 per cent), and not enough time or energy 18 per cent. Categories claiming nine per cent or fewer of the responses were: "other," conflict with wife, conflict with parents, and difficulties in sex adjustment.

Inferences based on Tables M-111 and 114 lead one to comment that the perceived satisfactions were in the realm of interpersonal relations, for the most part, and perceived problems were largely environmental ones. A need to preserve the self-structure may have played into this type of self-rating, of course.

Judging from the accumulated data, it appears that more fathers than childless husbands or single men do feel pressures in reference to limitations of time, energy and money (40 per cent). There are objective reasons for them to feel this way in that significantly more are employed over 20 hours a week and their group indebtedness is higher. They are also significantly older as a group and presumably tire more readily.

Summary

In reference to the questions raised regarding the fathers compared to the non-fathers, the data reveal that: (according to their own statements)

1. Fathers who are undergraduate students are just as seriously interested in and as satisfied with their college work as are childless husbands. They are not more pragmatic or less scholarly because they have children. If anything, they have higher educational aspirations in that more want to go to graduate school.

2. Being a father and a student appears to be a more difficult situation, as one would suppose. However, the difficulties did not seem especially severe. More fathers than non-fathers viewed their housing as inadequate (14 per cent) and fewer viewed it as very adequate (26 per cent). The fact remains that the majority of fathers considered their housing to be satisfactory.

   The fathers were required to carry more hours of employment than were the non-fathers. Twenty per cent of the fathers and six per cent of the other husbands were employed more than 20 hours a week during the school semester. Also, more of the fathers (64 per cent) were buying things on time.

   Twenty-six per cent of the fathers rated their study conditions as inadequate as compared to six per cent of the other husbands. However, the majority of fathers found their study conditions to be adequate.

   Despite the above differences, the fathers rated their health, social-recreational lives, rest, time for study and companionship with wives, and total income in the same fashion as did the other husbands. Although some had poorer housing, more employment hours and poor study conditions, they did not see their lives as being less adequate in most regards.

3. Family background factors apparently do not affect whether or not a man becomes a father and an undergraduate student. One exception to this statement is that the non-fathers came from more affluent families than did the fathers. This is probably related to the fact that more of the fathers were veterans and were going to college partly because the G.I.Bill made it possible.

4. The fathers, like the other husbands, mostly rated their marriages as very happy, and the majority were glad that they married when they did. Both the fathers and the other husbands felt that they had more satisfactions than problems in their marriages. Fathers listed more problems than did the other men. Eighty-six per cent of the fathers and 57 per cent of the childless husbands said they had at least one serious problem during the week preceding the study. Both groups listed concern over studies; lack of time, money and energy as their chief problems (with more fathers seeing these as problems). Neither group, however, showed as much concern over studies as did the single men.

   Fathers derived most of their satisfactions from their children. Fewer of them mentioned interpersonal relations with their wives as being a chief satisfaction.

The tentative generalization that may be made from the above findings is that fathers do not seem to be different from childless husbands in family background and developmental factors. Their educational values, attitudes and aspirations are as favorable as those of the other husbands; their aspirations may be higher. Although some have somewhat less favorable housing, study and employment conditions, they are, in general, according to their own statements, well content with a life of study, marriage and parenthood, despite the fact that somewhat more of them feel that they had at least one upsetting problem during the week preceding the study.

MEN MARRIED AT LESS THAN AGE 22 COMPARED TO MEN MARRIED WHEN THEY WERE OLDER THAN AGE 22

CHAPTER VII

A comparison was made between men students who married when they were less than 22 years of age (n = 39) and those who were married when they were past age 22 (n = 35). The basic purpose for this comparison was to learn whether the groups were significantly different in reference to certain selected characteristics that have been found or theorized to be associated with youthful marriages, (defined in this case as those occurring near or below the national median age of male marriages; 21.7 years). Two-thirds of the early marriers were wed between the ages of 20 and 21 and two-thirds of the late marriers were wed between ages 24 and 28.

These were the basic questions that were asked:

1. Were the early marriers different from the late marriers in reference to family background factors such as religion, nationality, socio-economic level, and rated happiness of parents' marriage?

2. Were the two groups different from each other in respect to self-rated happiness during childhood and adolescence, time of sexual maturation, and dating history?

3. Were they different in respect to length of courtship, engagement, and parental attitudes towards marriage?

4. Do the early and late marriers rate their marital happiness differently?

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1. No significant differences were found between the two groups on such family background factors as religion, (Table M-71a), socio-economic level (Tables M-78, M-80, M-82, M-83, M-84, M-85), age of parental marriage, (Table M-86), happiness of parental marriage and of own childhood, (Tables M-90, M-91, M-92).

2. There also were no significant differences between early and late marriers in reference to these dating and courtship factors: number of times the subjects went steady, their pre-marital sex experiences, the length of engagement, parental attitudes toward their marriage, and length of time the couple

knew each other before marriage. (Tables M-95, M-96, M-97, M-98, M-99, M-100, M-102, M-103, M-104, M-105, M-106).

The two groups were significantly different in reference to five of the 26 characteristics on which they were compared.

**1. The early-marrying males were significantly younger at the time of the study than were the later marrying males, (median equal 22.8 years and 26.4 years, respectively). (Table M-17).

*2. Significantly more of the late marriers had lost a parent through death. (Table M-89). One-third of the late marriers had lost either a father or a mother as compared to one-fifth of the early marriers. A check on the age of the students at the time of paternal and maternal death revealed that the parents died, for the most part, when the men were less than 19 years old. Thus the reason for this difference is not related to the fact that the late marriers were older as a group at the time of the study and therefore their parents were apt to be older.

*3. The early marrying men were significantly younger as a group at the time of their first nocturnal emission. Their median age was 12.6 years. The median age of the late marriers was 13.9 years. Seventy-five per cent of the early marrying men claimed to have had their first nocturnal emission before the age of 14 while this was true of 41 per cent of the men who married after the age of 22. (Table M-96).

*4. Significantly more of the early marrying males went steady before the age of 18 (75 per cent) than was true of the late marrying men (53 per cent). (Table M-94). Although they were not significantly different in terms of age at which they had their first date, the early-marrying males were 13.0 years old, on the average, and the late marriers, 14.2 years old when they began dating. (Table M-93). This possibly relates to a finding by Mary Cover Jones[10] that early-maturing boys compared to late-maturing ones, are more poised, relaxed, have more interest in the opposite sex, and are more popular.

*5. The men who married when they were over age 22 had been engaged significantly more times, as a group, than had the men who married when they were younger. Twenty per cent of the latter group, as opposed to three per cent of the former, had been previously engaged to at least one person other than the wife they eventually married.

For the 20 per cent who exhibited this engagement behavior it may or may not have improved the final choice of mate. More careful mate selection may have occurred in association with several engagements, or these previous tentative commitments may have been related to "adjustment problems."

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[10] Mary Cover Jones . "The Later Careers of Boys who were Early or Late-Maturing." Child Development. Vol. 28, 1957, pp. 113-128.

6. The men who were first married at less than age 22 check more sources of marital satisfaction (over four per person) than do the men who were married at a later age (almost three per person). Tests of statistical significance are not appropriate to this table because of the possible multiple responses. The "early marriers," in comparison to the later ones, particularly emphasize the satisfactions associated with the interpersonal husband-wife relationship. The chief reason for these observed differences is apt to be that these earlier marriers had not been married so long as the late marriers, at the time of the study.

   The two groups check about the same number of seriously upsetting problems.

According to these findings, the chief factors that seem to be associated with early male marriage among college students is an early age of physical maturity and (perhaps in consequence) early age of first going steady. Coming from a home not broken by parental death also seems to be associated with earlier marriage.

The early marriers appeared to be just as happy (if not happier) in their marriage as the later ones.

COMPARISON OF MARRIED WOMEN UNDERGRADUATE STUDENTS TO SINGLE UNDERGRADUATE WOMEN STUDENTS

CHAPTER VIII

The single women undergraduates were compared to the married women undergraduates in order to learn whether there was a significant difference between these two groups. The basic underlying hypothesis was: there is no significant difference between married and single women undergraduates in reference to educational goals and attitudes, present life situation, family background, dating and courtship history, and present perceived problems and satisfactions.

There were 55 single women students and 35 married women students. These two groups were significantly different on the following variables:

Education

** The single women were younger by an average of over two years than were the student wives. The median age of the first group was 19.1 years and of the second group, 21.4 years.

* Sixty-eight per cent of the student wives said that they always tried to obtain the highest possible marks, while only 41 per cent of the single women said this.

** One-third of the single women said they wanted their future husbands to have a college education because it would provide their marriage with more interests in common. Only three per cent of the student wives said this. Three-fourths of the latter group wanted a college education for their husbands because it would provide them with a better basis for employment. Somewhat less than half of the single women valued the husband's college education for this reason.

* Two-thirds of the student wives said that they found their studies exciting and rewarding. Only a little over one-third of the single women made this statement.

* The single women said that they spent an average of 22.8 hours a week in studying, while the student wives said that they spent an average of 13+ hours a week in study.

Life Situation

** The student wives spent, on the average, 7.9 hours a week in social-recreational activities, while the single women spent 15.9 hours, on the average, in such activities a week.

** The single women, as a group, spent a median of 4.5 hours a week in household tasks, while the student wives were so occupied for an average of 20.4 hours.

Family Background

* More of the single than the married women students were Jewish (35 per cent compared to 14 per cent). More of the married women were unaffiliated with any religious group (17 per cent compared to 5 per cent).

Engagement and Courtship

** Significantly more of the student wives engaged in pre-marital heavy petting than was true of the single women. Seventeen per cent of the student wives said that they did not engage in heavy petting and 53 per cent of the single women said that they did not. Only 20 per cent of the first group had their first experience in heavy petting when they were more than 19 years old. The median age at first experience in heavy petting was 17.8 years for both groups. Fourteen per cent of the married women had their first experience in heavy petting when they were less than 16 years old. None of the single women had this experience at this young an age. However, 23 per cent of the married women and 20 per cent of the single women first engaged in heavy petting between the ages of 16 and 18, and 20 per cent of both, groups did this between the ages of 18 and 20. It cannot be said with complete confidence that significantly more of the married than the single women had pre-marital petting experience since, of course, the single women are not yet married; were, on the average, 19 years old; and still, in effect, had time for this kind of pre-marital experience. These findings cannot be appropriately compared to those of Kinsey[11] because his data were not collected in a similar fashion. Ehrman[12] however, in his 1952 study of the sex behavior of over 800 male and female students at the University of Florida found that about 20 per cent of the single women engaged in activities that might be described as heavy petting. This is close to the 17 per cent found for the single women in this study.

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[11] Kinsey, Pomeroy; Martin, Gebhard. Sexual Behavior in the Human Female W. B. Saunders Company, pp. 285-289. 1953.

[12] Ehrman, Winston. Premarital Dating Behavior. New York: Henry Holt and Company, Inc. 1959.

** Significantly more of the married women students had engaged in pre-marital intercourse than was true of the single women students. Forty per cent of the married women said they had had this experience at a median age of 17.8 years. Only ten per cent of the single women stated they had had pre-marital intercourse, at a median age of slightly over 18. Since one-third of the student wives had pre-marital sex relations before age 20, it looks as if this difference is not only statistically significant but psychologically significant. The fact that 40 per cent of the student wives stated that they had pre-marital sex relations and that they did so by the median age of 17.8 years is similar to Kinsey's finding. According to his data, 50 per cent of women have pre-marital sex relations in the year or so before they marry. Over two-thirds of these student wives married before age 20.

These figures in reference to the incidence of pre-marital sex relations in a population of single and married college women students are similar to those found in other studies. Davis[13] in a 1929 study of 1,200 college level single women found that seven per cent stated they had experienced pre-marital sex relations. Reevy also obtained these figures in a 1954 study of 139 single women college students. Ehrman, in his 1952-53 study obtained the figure of 13 to 14 per cent. Bromley and Britten[14] and Gilbert[15] in 1938 and 1951 studies obtained a 25 per cent figure.

Waller[16] in a 1953 study of 604 married women of college and high school level learned that 47 per cent of his subjects stated they had pre-marital sex relations. Hamilton, in studying college level married women in 1929 obtained a 35 per cent figure.

The findings in this study tend to support those of other researchers. As women develop an affectional relationship with a man, they permit deeper sexual intimacies. Before marriage, about half of them engaged in sex relations. If they reach this psycho-sexual stage of involvement with a member of the opposite sex fairly early (in their late teens, for instance), they tend to marry early. There is very little evidence in this study that they marry because they are pregnant. Only 12 per cent of all married respondents stated that they were pregnant when they married. According to Ehrman, Kinsey, Terman, Burgess and Wallin, women associate sex expression with love and limit their pre-marital intercourse activities to the man whom they plan to marry.

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[13] Davis, Katharine B. Factors in the Sex Life of Twenty-two Hundred Women. Harper and Brothers. 1929.

[14] Bromley, Dorothy Dunbar, and Britten, Florence Haxton. Youth and Sex: A Study of 1,300 College Students. Harper and Brothers, 1938.

[15] Gilbert Youth Research. "How Wild Are College Students?" Pageant. 1951. 7: 10-21.

[16] Waller, Willard. "The Rating and Dating Complex." American Sociological Review. 1937. 2: 727-734.

(See also, Chapter IX in reference to early and late marriers among the wives in this study.)

OBSERVED LIKENESSES AND DIFFERENCES OF THE TWO GROUPS OF WOMEN

Students' Education

Two-thirds of the single women were under-classmen whereas only 14 per cent of the student wives were at this level. Both groups were carrying an average of over 15 credit hours a semester. Over half of the single women were in the College of Liberal Arts, while only 20 per cent of the married women were in that college. One-third of the wives were in the College of Fine Arts and only 11 per cent of the single women were in that college. One-third of the wives were in the College of Fine Arts and only 11 per cent of the single women were in that college. Nearly all of both groups of women were seeking a Bachelor's degree. Ninety per cent of the single and married females saw their study conditions as adequate.

Over half of the single women said they did not plan to go on for graduate work, but only one-third of the married women said they had no such plans. Nearly all of both groups said they were going to college mainly to please themselves. Forty-two per cent of the single women as compared to 29 per cent of the married ones saw college training as being particularly valuable as preparation for future employment. The groups were similar in terms of how well satisfied they were with their present educational experience. (About three-fourths of both groups thought it as ood or better than they had expected it to be.) Two-thirds of the student wives, as compared to 40 per cent of the single women particularly wanted a chance for creative work in their future careers. Very few of either group expressed interest in a high salary or prestige. Ninety-seven per cent of both groups planned to work at some time during their lives, but only about one-fifth of both sets of females thought it would be all right to work when their children were young.

The two groups of women were alike in the rating they gave to the importance of their husbands' career compared to their own. Eighty per cent of both groups viewed the career of their husbands as being of greater importance than their own. Nearly all of both sets of women thought it important for their husbands to have a college degree and over two-thirds favored graduate work for husbands.

Marriage Plans

Almost three-fourths of the single women said that they had no plans at present for marriage. Only four per cent of them said that they hoped to marry while they were seniors. Twenty-five per cent said that they planned to marry after graduation.

Housing

Nearly three-fourths of the single women students were living in a dormitory or sorority house, while the rest lived with their parents. Most of the student wives were living in apartments. They gave similar ratings of their housing, with over 85 per cent of the wives and single women judging it to be adequate. The median amount of rent paid by single women who were living away from home was $44.50 a month, while it was $74.50 for the married student wives.

Employment

Nearly three-fourths of both groups were unemployed and not looking for work. Of the single women who were employed the median length of their work week was 11.8 hours. The median length of the work week for the employed student wives was 19.5 hours. The type of employment and the median wage of the employed women in both groups was about the same; most of it being of a clerical nature. About the same proportion of married and single women students were employed during the summer (approximately one-half). The two groups also earned about the same median salary ($250).

Finances

All of the single women received financial support from their parents, while this was true of less than half of the married women students. Seventy-one per cent of the single females and 15 per cent of the married ones derived their main support from their parents. Three-fourths of the student wives received their main support from their own (21 per cent) or their husbands' (51 per cent) employment. Only nine per cent of the single women received their main support from their own employment. The two groups were generally similar, however, in terms of how they rated the adequacy of their incomes. About 80 per cent of the women rated their incomes as adequate. On the other hand, almost none of the single women had any debts, while 80 per cent of the married women had some debts.

Recreation, Health, Rest

The two groups were much alike in the way they rated the adequacy of the time that they had for, in the case of student wives, companionship with their husbands and, in the case of single women, dating companionship. (About half of each group considered it adequate.) Over 80 per cent of these students were satisfied with their social-recreational lives. They also gave the same rating to the adequacy of the time that they had for sleep. About half said they had less sleep than they needed. Somewhat more of the single women (25 : 12 per cent) said that their meals were either fair or poor.

The single women were far more active than the married ones in their participation in University-based activities, with almost half of the single students taking part in lectures and discussions, college social events, special interest groups, and sports. About two-thirds of both groups had home or dormitory-based activities, one-half indulged in hobbies, and one-third went to concerts or art exhibits.

A somewhat larger number of wives (29 : 16 per cent) reported one minor illness during the fall semester. Eleven per cent of the married women said they were pregnant. Sixty-nine per cent of the single, and 54 per cent of the married women said they had no illness and felt good most of the time.

Family Background

The married and single women students were alike in these factors related to family background: country of birth of themselves and of their parents, (84 per cent native-born of native parents) race, (nearly all Caucasian), father's occupation, mother's occupation, father's education, annual income of family, and rural-urban backgrounds. There is an observed difference between the two groups in terms of the amount of paternal and maternal education. Thirty-seven per cent of the fathers of single women and 21 per cent of the fathers of student wives had post-graduate degrees. Twenty-seven per cent of the mothers of the single women had graduated from college, while only 16 per cent of the mothers of the married women had done this. Eighty per cent of both sets of fathers were in either professional or business managerial occupations. Over two-thirds of the mothers, in both cases, had been housewives when their daughters were growing up. About one-fifth of each set of mothers were in professional or business-managerial occupations at the time of the study. One-half were not employed.

Half of each group of women were Protestant and nine per cent, Catholic. Over one-third of the single women were Jewish, while only 14 of the wives were. Seventeen per cent of the married and five per cent of the single females were unaffiliated.

Dating and Courtship

These two groups were the same in median age at first date (11.9 years). This was also true for median age of first going steady (about age 16.0). They also went steady with the same number of boyfriends, on the average. Two-thirds of both groups had gone steady with two or fewer boys. They were the same median age at first menstruation (12.4 years). This was also true of the median age at which the two groups first kissed a boy, other than in a kissing game (14.2 years). The same finding obtained for the age when the two groups first engaged in pre-marital light petting. One-fourth of the single women and three per cent of the married ones said they did not engage in light petting. The median age, for those who had this experience was 16+ years. One-third of the student wives and 16 per cent of the single women said they indulged in light petting before the age of 16.

The single women at the time of the study had the present dating and courtship pattern: eleven per cent were engaged and, seven per cent were "pinned." Four per cent said they were not dating. Half of the single women said that their parents were unfavorable towards the idea of their getting married while in college, while one-fourth of the wives said this. Ninety per cent of the single women said they did not plan a college marriage. About three-fourths said that the main reason they would not marry in college was that there was no one they wished to marry.

Three-fourths of the single women and over 90 per cent of the married women students said they were happy most of the time during the preceding week. The student wives replied that their chief sources of marriage satisfaction were: shared companionship with husbands (94 per cent of the cases), a sense of being loved (76 per cent), sex fulfillment (50 per cent), and creating a home (47 per cent), studying (24 per cent).

The single women found their highest satisfactions in: companionship with friends (88 per cent), classes and studying (54 per cent), a sense of being loved by boyfriend (44 per cent), and good living conditions (56 per cent).

Thirty-one per cent of the unmarried girls and 41 per cent of the matrons reported that they had no seriously upsetting problems during the week before the study. Chief concerns for both groups were: not enough time or energy (about one-third of each group), worry over studies (one-half of the singles and one-third of the "doubles"). As with the men, conflicts in the interpersonal area either did not exist or were denied by the great majority of the women.

Summary and Comments - Significant Differences

When the 55 single women students are compared to the 35 student wives, we find these (summarized) significant differences.

1. On the average, the student wives were two years older than the single women. (21+ : 19+)
2. The student wives expressed a stronger academic achievement drive than did the single women and were more interested in their college work. (Nearly all the student wives who were interviewed appeared to be very alert intellectually and expressed themselves in a highly intelligent manner. This could be said of only a minority of the single women. However, two-thirds of the married women were upper-classmen, whereas this was true of only 14 per cent of the single ones.
3. The student wives were more pragmatic about their husband's education than were the single women about the education of their hypothetical husbands. Three-fourths of the first group and less than one-half of the second particularly cherished a spouse's college education for the vocational benefits (presumably) deriving therefrom. The more pragmatic attitude of the wives might well relate to the fact that they were involved in the reality of marriage.

4. The single women, as would be expected, spent twice as much time (16 hours) a week on recreational activities as did the wives. The latter (also predictably) spent about four times as many hours a week on housework (20 hours) as did the unattached females.

5. As in the case of the men, more of the single women were Jewish (35 per cent) than were the student wives (14 per cent). On the other hand, 17 per cent of the married, compared to five per cent of the single women students, were unaffiliated with any religion. Interviews with a sample of the study population revealed that a few of these unaffiliated married women had a Jewish background, but others of Protestant or Catholic families were what might be termed non-conformist "free-thinkers."

6. Significantly more (53 per cent) of the married women reportedly engaged in pre-marital heavy petting than did the single ones (17 per cent). Since the majority of single women (over 70 per cent) were not seriously considering marriage at the time of the study, this finding is in line with that of other researchers; i.e., college women tend to get involved in heavy petting largely when they consider themselves in love and close to marriage.

7. The above finding and observation ties in with the fact that, according to their own statements, 40 per cent of the wives and ten per cent of the single women had had pre-marital intercourse. These percentages are similar to those obtained in other studies and similar to the findings of other researchers: that college women generally have sex relations only with the man they intend to marry and that they engage in this practice, for the most part, in the year or so immediately preceding their marriage.

OBSERVED LIKENESSES AND DIFFERENCES

These two groups of women were, insofar as could be discovered, far more alike than they were different.

Observed differences, which might provide clues as to why some students were married and some were single, are as follows:

1. One-third of the wives and 11 per cent of the single women were in the College of Fine Arts. This College, at Syracuse University attracted a group of more anti-conformist students than would be found in most of the other colleges. The recognized greater individualism and more fluid personality structure of the artist may be a factor in the greater number of married

women students being enrolled in this college (i.e., the unconventional woman is probably more apt to combine marriage and undergraduate study). It should be noted, however, that this particular college at this particular University sets exceptionally rigorous standards for a high level of student achievement and career involvement. Students who regard art as a "hobby" generally withdraw from this college--in the event that they happen to be admitted in the first place. This may be in line with our findings, that the highly-motivated wives tend to continue in school despite marriage.

Over one-half of the student wives, compared to one-third of the single women, planned to go on for graduate work and two-thirds of them, compared to 40 per cent of the singles, especially wanted a chance to be creative and independent in their future careers. Also, 42 per cent of the single, compared to 29 per cent of the married women, especially valued their education for its vocational training aspects. These differences are not significant and may constitute a sampling error. However, they do tie in with obtained significant differences; i.e., the higher academic achievement drive and interest in studies reported by student wives. This is not to suggest that college women students who marry are more dedicated scholars than those who remain single. It more likely indicates that those women who marry and continue their studies have especially strong academic interests.

These women were alike in that most of them were not employed. Parents were the chief source of support for the single women and husbands, for the married ones. Somewhat more of the wives (21 per cent; nine per cent) listed their own employment as their chief source of support. There is, therefore, some indication that the wives are more independent of their parents and more self-reliant than are the single women. This observation was strikingly illustrated in the interviews that were conducted with single and married women. The majority of single students who were interviewed expressed quite a strong emotional dependence on their parents. (See Chapter III).

There is some indication (observed differences) that more of the fathers and of the mothers of the single women had achieved a higher educational level than had the parents of the student wives. (37 per cent of the single girls' fathers compared to 21 per cent of the wives' fathers had post-graduate university degrees. Twenty-seven per cent of the mothers of unmarried women compared to 16 per cent of the mothers of student wives were college graduates. If this is not a sampling error, it may suggest that more of the single women have been indoctrinated with an "education first" goal by their parents. This may be related to the fact that significantly more of the single than the married women were Jewish (35 per cent : 14 per cent). The Jewish culture, of course, puts a heavy value on education.

Other than the above observed differences the single and married women students are alike in the matter of socio-economic, nationality, racial and geographical family background factors.

However, somewhat more of the single women claimed that their parents' marriage was happy (67 per cent : 55 per cent) and somewhat more claimed a happy childhood (76 per cent : 60 per cent). These differences are not large and not statistically significant. They may suggest some relationship between women student marriages and earlier family difficulties for a minority of students.

More of the single women (about half) claimed that their parents opposed their marriage while in college, while one-fourth of the student wives said this. However, very few of the single girls' parents had been presented with a daughterly request for a college marriage.

Dating and courtship practices apparently were not associated with a girl's becoming a married student, except in the matter of sex behavior. Both groups matured at the same age, started dating at the same age, going steady at the same age, and went steady the same number of times. However, as already noted, more of the married women became involved in pre-marital petting and intercourse at a younger age. There are no clear leads in the data as to why this might be so. It is doubtful as to whether this greater self-control on the part of the single women is related to the larger proportion of Jewish girls in the unmarried group. Other studies (notably Kinsey's) fail to reveal any difference between the major religious groups and their pre-marital sex activity.

Kinsey's obtained differences in the matter of religion related to devoutness of the subject rather than to type of religious affiliation. Although there was a slightly larger proportion of religiously unaffiliated (17 per cent) married students compared to five per cent of the single women, this difference is not sufficient to account for the higher incidence of early pre-marital sex involvement of the wives.

RELATION OF QUESTIONNAIRE FINDINGS TO PERSONALITY DATA

A summarized consideration of the measured personality characteristics of the married and single women students should be considered at this point (See Chapter II, also.)

The student wives had significantly higher needs for achievement, scientism, adaptability, and harmavoidance than did the single women. The latter had higher needs for fantasied achievement, narcissism, sex, and succorance. These differences might be related to the fact that more of the wives were upper-classmen and/or were older. According to studies of Webster, Freedman, and Heist[17] the measured personality characteristics of women students do change from the freshman to the senior year. However, instruments used by these researchers were so different from those used in this study that it is difficult to relate their research to this project. Moreover, the colleges that provided most of their subjects were Bennington and Vassar--very different institutions from Syracuse University.

Despite these difficulties, it is worth noting that Webster et al, found a steady decrease in the F-scale of authoritarianism (Adorno, et al, 1950) from the freshman to the senior year. High scores on this scale are generally recognized as being associated with anti-intellectualism. Thus, the higher scores of the student wives for academic achievement and scientism may be chiefly associated with the fact that two-thirds are Juniors and Seniors, as contrasted to 14 per cent of the single women. Their higher needs for adaptability might be related to a less authoritarian type of personality.

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[17] Webster, Harold; Freedman, Mervin; Heist, Paul. "Personality Changes in College Students." pp. 811-846 in The American College, edited by Nevitt Sanford, John Wiley and Sons, Inc. New York. 1962.

The higher need of the student wives for harmavoidance remains puzzling. This relatively high score was found for all married women. It certainly would seem to reflect an opposite need to that of the self-stated pre-marital sex activity of the married women. (Maybe the need for harmavoidance developed at a later date.)

In fact, none of the personality need differences between these two groups would seem to be related to their earlier pre-marital sex activity of the student wives. If anything, the single women, with their higher needs for sex, succorance, fantasied achievement, and narcissism would seem more "ripe" for pre-marital sex activities than the married women were. Perhaps the seemingly more sedate, serious matrons have "out grown" such needs, relatively speaking, now that they "have their man."

Religious differences (with their known cultural components) between the single and married women's groups would not seem to contribute to the different measured personality needs.

From the available data, we cannot derive any particularly cogent conclusions as to why do some women attend Syracuse University as Misses and some as Mrs. There are a few clear-cut findings that might be said to (perhaps) account for a young woman's decision to marry before she finishes college--and to continue after her marriage. These are:

1. Not being a Jewish girl.
2. Becoming involved in pre-marital heavy petting or sex relations at a relatively early age.
3. (Possibly) a more lenient parental attitude towards the girl's marriage while in college.

These factors may play into a young woman's decision to marry before she finishes her undergraduate education at Syracuse University.

Once she is married, these factors may play into her determination to graduate from college. (She has these qualities to a greater degree than her single sister.)

1. A keen interest in studying.
2. An interest in learning aside from vocational advantages to be derived therefrom.
3. A drive to excel in academic work and a "scientific attitude."
4. Fairly strong professional interests.

For a comparison of student wives to non-student wives, see p.142.

A less puzzling, but just as important consideration of the findings of this study relates to "How well do the student wives get along--in school and out--compared to the single women students?"

The answer is--insofar as our data reveal--just fine. They seem somewhat more involved in learning (as noted above), but study somewhat less, even though they strive more for honor grades and apparently do somewhat better academically. (See ChapterXV.) Most find their time for and conditions of study to be adequate--like the single women.

They have less time for recreation and are less involved in "college activities," but don't mind. They spend far more time than do the "Misses" on housework, but this doesn't seem to bother them. Most of both groups don't need to work to support themselves and most of both groups consider their financial and living situation to be okay.

A few more of the student wives had minor illnesses than did the single girls, but the majority of both groups said their health was fine, despite the fact that about half of both the married and single women said they didn't get enough sleep or rest.

The great majority of both groups said they were generally happy at the time of the study, with somewhat more of the wives expressing a high level of satisfaction with their lives. Most--and in equal proportionn-had at least one problem that upset them during the week before the study. More of the single women were upset about academic matters than were the matrons (52 per cent : 32 per cent) and about one-third of each group felt pressed for more time and energy.

Most of the unmarried women were so either because they hadn't fallen in love seriously enough to want to marry--or been seriously fallen in love with. As in the case of the comparison of the husbands to the single men, the student wives worked harder than the single women but reportedly got along just as well--if not better--in all areas of life explored by this questionnaire: educational, financial, social, and physical. As the students saw it, the marrieds were somewhat happier and somewhat less worried about problems than were the singles.

These rosy findings do not, of course, suggest that college undergraduates should marry. We are talking about group trends at Syracuse University, and self-reported perceived attitudes, etc. _Some_ married individuals were certainly far from successful in and satisfied with their life situation. _If_ married college students _are_, in fact, _generally_ somewhat better off, as a group, than are single ones, this may well be because they are older, more mature, and different in a variety of ways not revealed by this study.

STUDENT WIVES COMPARED TO OTHER MARRIED WOMEN IN STUDY POPULATION

CHAPTER IX

Thirty-five of the 106 married women who were in the study population were enrolled as undergraduates at Syracuse University and two as graduate students. Of the remaining women (all of whose husbands were undergraduates at the University), 30 had a high school education or less, 27 had more than high school but less than a college degree, and 14 were college graduates.

These groups of wives were compared to each other, in reference to their questionnaire responses,in order to learn whether married women undergraduate students were significantly different from the other groups of wives in reference to expressed educational attitudes, life situation, developmental history, and family background. The median ages of the four groups were similar, with the majority being between 20 and 24 years of age. The median age at marriage was about 20 years for all groups except that of the college graduates, whose median age was 21.5.

Three-fourths of the student wives were upper-classmen and only one was a freshman. Over 80 per cent of these wives were carrying 13 or more semester hours. One-third of them were enrolled in the College of Fine Arts, one-fifth in Liberal Arts, and one-fifth in Education. Half were married to men who already had a bachelor's degree. Very few of the husbands of the other wife groups were college graduates.

Attitudes towards Higher Education

Most of these wife students were seeking a Bachelor's degree and two-thirds of them planned to go on for graduate work in the near future.

Nearly all of them regarded college graduation as being important for themselves.

> * Significantly fewer of the wives who were high school graduates or less (76 per cent) and the wives who had some education beyond high school (66 per cent) thought that college graduation was important for themselves. (Table W-7).

Nearly all of the wives in all four groups thought it important for their husbands to be college graduates.

Nearly half of the student wives thought a graduate degree was important for themselves.

> * Significantly fewer of the other three groups of wives thought so, with even the women who were college graduates denying graduate work in 77 per cent of the cases. (Table W-9).

The great majority of all groups of wives, however, wanted their husbands to obtain graduate degrees.

Over two-thirds of the student wives stated that they worked to obtain the highest possible marks and 80 per cent of them stated that they were going to college mostly to please themselves. Three-fourths said that their college education was as good as or better than they had anticipated.

All four groups of wives were similar in reference to what they considered to be the chief value of a college education for themselves with over two-thirds seeing general education or education for family and community living being its greatest asset.

Wives who were not students and not college graduates were asked why they were not in college at present. Nearly half of those who had no education beyond high school claimed they weren't interested in college, whereas 11 per cent of those who had more than high school training claimed this. Lack of money, the presence of children, and the need to work were the other reasons given.

The women were asked why they had left school, if they had started college. Nearly all of the student wives said that they hadn't quit college after they began it. Nearly all of the high school or less group had not started college while this was true of half of the more education than high school group. Only five (out of 27) of this latter group stated they left college to get married, while this was true of two of the 35 student wives. Thus, of all the married women in this study only seven out of 106 (about seven per cent) left college because of marriage. There is very little indication that more than a handfull of these women left college in order to support their husbands while the latter obtained an education. This is quite different from the general claim that marriage interrupts the college education of many women students. Of course, we do not have in this population the couples who left college as a pair because of marriage.

Vocational Aspirations

Nearly half of the high school or less group planned no future careers. This was true of one-fourth of the "high school plus" wives and of none of the college graduate or student wives. Half of the college graduates and two-thirds of the student wives gave "opportunity for creative, independent work" as their career goal. (This was also true of 43 per cent of the more than high school group.) Very few were interested in high salary, employment security, or high prestige. A short work week to enable one to have time with husband and children was favored by only 29 per cent of the college graduates, by nine per cent of the student wives, and by slightly more of the other two women's groups. The student wives showed somewhat more desire to work at least part-time, even if they had young children. Nearly all the student and other wives, however, considered their husbands' careers to be more important than their own.

Life Situation

Seventy-one per cent of the student wives had no children, while this was true of 57 per cent of the college graduate wives and about one-third of the other two groups.

** Significantly more of the student wives lived in their own private home or apartment (68 per cent) than did the other groups, with about half or more of the other wives living in married student housing, provided by the University. (Table W-26).

The reason for this difference between the groups is probably related to the fact that parents and veterans were given preference in the student housing.

** Significantly more of the student wives (56 per cent) saw their housing as being very adequate than was true of the other groups (about 15 per cent). (Table W-27).

** The student wives paid significantly more rent per month (median $74.50) than did the other groups (median $53.00). (Table W-28).

** Significantly more were unemployed (71 per cent) compared to about one-third of the other groups. (Table W-29).

About one-half of the non-student wives were employed full-time, while this was true of only 11 per cent of the students.

The median income, during the fall semester, after payment of educational costs, was

** Significantly lower for student wives ($1,499) and

** For college graduates ($1,125) than was true of the wives who had high school education or less ($2,750) and those that had somewhat more than high school ($2,375).

The latter two groups particularly were helped by veteran's benefits.

The student and college graduate group got more continuous financial help from parents than did the others.

** With the college graduates receiving significantly more assistance than any group.

About one-fourth of the student wives and college graduates received regular, continuing support from parents as compared to almost none of the other groups. Seventy-one per cent of the college graduates and 17 per cent of student wives had occasional parental help, though much of this was "in kind" rather than in cash. Over half of the student wives had no parental help; this was true of none of the college graduates. (Table W-37). Almost none of the wives received more than $500 from their parents during the semester.

Fifty-three per cent of the student wives derived their major source of income from their husbands' employment. (It should be recalled here that half of these husbands were college graduates.)

> ** The situation was significantly different for the other wives, who experienced husbands' earnings as a major income source in between 13 and 22 per cent of the cases. About half of the wives in the non-student group, give their own earnings as a chief income source, while this was true of only 21 per cent of the students. (Table W-40).

> * The student wives saw their income as adequate in 80 per cent of the cases, while this was true of only 36 per cent of the college graduates and about two-thirds of the non-college, non-student wives.

The dissatisfaction with finances, perceived by college graduates is doubtlessly tied to their lower median income. This lower income seems to be related to their lack of help (in most cases) from veterans' benefits and a lower rate of husband employment. They had about $300 less per semester than did the student wives and more of them had children. They had about $1,000 less per semester than did the other two groups of wives. (Table W-41). (Although the median income of the student wives was lower than that of the less than college groups, fewer of the student wives had children.)

About half of the wives in all but the college graduate group said that they were buying something on time. Only one-third of the college graduates were doing this (difference not significant).

> ** Significantly more of the student wives (69 per cent) felt that they were glad their husbands were employed as this was their share of the marriage. Fewer of the other wives had this viewpoint. This does not need to mean that the student wives were less considerate than the others. In their case, half of the husbands had completed college, but this was not true of the other husbands. (Table W-45).

Study Conditions and Attitudes

The student wives studied 13 median hours a week. Only 11 per cent felt their study conditions to be inadequate. Two-thirds of them claimed that their studies were exciting and rewarding.

Social-Recreational Activities

From one-half to two-thirds of all groups of wives viewed their social-recreational lives to be adequate. There was no significant difference between the groups. They spent about seven hours a week in social-recreational activities. There was no significant difference between the groups in this matter. About one-half of the wives felt that they had inadequate time for companionship as a couple. The female groups were generally similar in this regard.

Food and Rest

About half of the wives, with the exception of the high school graduates or less, stated that they had less sleep than they needed.

* The "high school" wives replied in this vein in only 17 per cent of the cases. (Table W-57).

Nearly all of the wives felt that their meals were either all right or excellent.

The various groups of women were not significantly different in reference to their health condition, as reported by themselves. Like the husbands, only a very few reported major illnesses.

Household Responsibilities and Family Planning

Somewhat fewer of the student wives had children according to plan at the time of the study. Almost two-thirds of them compared to about one-fourth of the other wives did not have children, according to plan. One-third of the student wives and the college graduates had children that were unplanned. Two-thirds of the women who went no further than high school had children not according to plan. Two-thirds or more of all the women's groups, except one, obtained birth control information either from a physician or the Planned Parenthood Clinic. However, only 29 per cent of the women with high school education or less obtained contraceptive information in this way. In fact, the majority of this last group sought no sources of help in family planning.

Less than one-third of the student wives had children while about two-thirds of the other wives were mothers.

* Significantly more of the student wives who had children used baby sitters for their care than did the other groups of wives. (Table W-61).

Nearly all of the wives in all groups felt that their youngsters were in excellent hands when cared for by someone other than themselves.

** The student wives spent significantly less time per week on household tasks than did the other wives. The median number of hours spent by the students was 20.4, whereas the other groups spent from 25 to 41 median hours.

Religious Affiliation

One-half or more of the wives in all four groups were Protestant. There was no significant differences among the wives in reference to religious affiliation.

Nationality and Race

Over 80 per cent of the wife groups were native-born of native parents, except for those wives who had a high school education or less. In this latter instance, 63 per cent were native-born of native parents, but 23 per cent were foreign-born of foreign parents. Very few of the other wives or the husbands were in this category. It may be that these foreign-born wives had met their husbands while the latter were serving overseas in the armed forces. Most of these wives were born in Western Europe. Nearly all of the wives were of the Caucasian race.

Type of Area in which Subjects Grew Up

One-third of all groups of wives were born and reared in small villages or on farms, the rest came largely from medium-sized cities.

Educational-Occupational Background of Subjects' Parents

** Significantly more of the student wives had fathers who were professional men (38 per cent) than was true of the other wife groups, with even the college graduate wives coming from this type of paternal background in only 14 per cent of the cases. (Table W-80).

* Significantly fewer had fathers who were laborers (12 per cent). Fifty per cent of the wives who had high school or less education had fathers who were laborers. This was true of 41 per cent of the high school or more wives and 21 per cent of the college graduates.

About two-thirds of the mothers of these wives were full-time homemakers with no significant differences between the groups. Over 70 per cent had been in this category while the study subjects were children.

* The fathers of the student wives had significantly more education than did the fathers of the other groups. Most of this difference derives from the fact that very few of the fathers of the high school or less education wives finished college. One-third or slightly more of the fathers of the other three groups did finish college, but more of the fathers of the student wives (21 per cent) had advanced graduate degrees. (Table W-83).

There was no significant difference between the four groups in reference to the education of their mothers. It is interesting that only 16 per cent of the mothers of student wives were college graduates and that only nine per cent started college but didn't finish. Twenty-nine per cent of the mothers of college graduates finished college. Also, 56 per cent of the mothers of student wives had high school or less education, while this was true of 42 per cent of the college graduates' mothers. It should be noted that, in the case of the student wives there is a particularly wide disparity between the education of their fathers and that of their mothers, with the former having more. (Tables W-83 and W-84).

There was no significant difference between the groups regarding parental income.

Parents' Marriage - Age of Parents at Time of Marriage

There was no significant difference between the wife groups in reference to the age of their fathers at the time of paternal marriage. (Median for all groups was about 25 years.) The mothers of the student wives were

> ** Significantly older at time of marriage (median age 23.6) than were the mothers of the wives who had no college education (median age about 21). (Table W-87).

The median age of the student wives, at marriage, was 20.1. More than any other group of wives, they differed from their mothers in reference to age at marriage.

Status of Parents' Marriage

Most of the parents (about 80 per cent) of all groups were living together. There was no significant difference between the groups in this matter. The wives rated their parents' marriage as generally happy in 55 per cent (student wives) to 79 per cent (college graduates) of the cases. These differences were not significant, but may indicate a trend.

Childhood and Adolescence

About two-thirds of the wives rated their childhood as mostly happy. Forty per cent of the student wives and half or more of the other women rated their adolescence as mostly happy. (Difference not significant.)

The median age of onset of menstruation was about 12 years for all four wife groups.

The median age of first date for student wives was 13.2 years, with the other groups being about 14.5 (difference not significant but, again, may indicate a trend). All four groups first went steady at about age 16.

All went steady with about the same number of boys; one or two, for the most part. All groups first kissed a boy at about the same median age (between 14 and 15).

* Significantly more of the student wives (97 per cent) engaged in premarital light petting than did the other groups (about three-fourths). (Table W-98).

* Also, they were significantly younger when they did this (16.5 years).

** Significantly more engaged in pre-marital heavy petting (83 per cent) than did the non-college educated groups (about 55 per cent). (Table W-99).

However, about half of all groups engaged in pre-marital intercourse, with the student wives being somewhat, but not significantly, younger when (and if) this occurred--aged 17.8 years as compared to 20.1 for the college graduates and 18.4 for the other groups.

Engagement and Marriage

The length of engagement was somewhat less than one year for all groups and they all knew their husbands for about the same length of time before marriage (about two years, on the average).

Parental attitudes towards their daughter's marriage were about the same for all four groups, with about one-third of them opposing the marriage when it occurred.

Of those women who married while in college (the student wives and college graduates) two leading reasons were given for marrying at that time: irresistible attraction to future husband (almost 50 per cent) and belief they could finance the marriage themselves (38 per cent).

About 40 per cent of all wife groups said they had no serious problems during the past week. The chief concerns of the student wives were: not enough time or energy (32 per cent) and worry over studies (35 per cent).

All but one group rated their marriages as mostly happy during the preceding week (about 90 per cent). However, only 70 per cent of the less than high school education group of wives rated their marriages as mostly happy. On the other hand, nearly all of the wives rated their marriages as being as good or better than they had expected.

When asked to check all sources of marriage satisfaction, the wives gave, on the average, somewhat over three sources. Tests of significant differences between groups could not be made because of multiple checks. It is interesting, however, that 94 per cent of the student wives and only two-thirds of the non-college educated wives gave "shared companionship" as a source of pleasure. About three-fourths of all the wife groups checked "sense of being loved and accepted" as of salient satisfaction in their marriages. (Table W-114).

Three-fourths of the women in the various groups felt that they needed no educational or counseling help with their family lives. Less than ten per cent of the wives said they would like assistance from a marriage counselor.

Summary

One-third of the wives in the study population were students, (35 out of 106). Thirty wives were high school graduates or less, 27 had more than a high school education but not a college degree, 14 were college graduates. The student wives differed from the other wives in a number of ways. Large observed differences and significant differences are reported in this summary. Comments are also inserted related to insights derived from interviews.

1. Half of the student wives were married to men who already had a Bachelor's degree. This was not true of most of the other wives.

*2. The student wives, along with the college graduate wives, considered a college education to be important for themselves. Those wives who had high school training or less and those who were high school graduates with some further education did not, as a group, share this opinion.

*3. More of the student wives (nearly half) considered graduate training important for themselves.

4. Almost all of the student wives continued in college after they once started, but this was not true of the high school graduates who had some further training but not a college degree. Only seven out of the 106 wives in this study said that they left college because of marriage. (Through interviews, it was learned that a number of this high school-plus group had secretarial or nurse's training and were well content with their occupational field.)

5. Two-thirds of the student wives wanted a college education in order to have an opportunity for creative, independent work. (Most of the student wives who were interviewed struck the interviewers as being exceptionally competent in the area of independent thinking; they also appeared to be deeply involved as students in their chosen fields--art, journalism, nursing, sociology, and fashion retailing. All found their education to be interesting, and most considered it to be exciting and rewarding.

6. All of the student wives and college graduate wives planned to work at some time in the future. About two-thirds of the other wives had such plans. The student wives showed more of a tendency to consider at least part-time employment even when their children were small.

**7. More of the student wives lived in their own homes or private apartments than did the other groups (many in University Married Student Housing) and

   ** More considered their housing to be very adequate.

   They also paid more rent, on the average, than did the other groups.

**8. Fewer of the student wives were employed (21 per cent) and fewer were employed full-time (11 per cent).

*9. The median income of student wives and of college graduates was lower (during the 1960 fall semester) after payment of educational costs, than was true of the other groups. However, the student wives had a median income of $1,499 for this semester and the college graduate wives had a median income of $1,125. One-third of the student wives had children while almost half of the college graduates did. About two-thirds of the other wives had children. About one-fourth of the student wives and college graduates received parental help in the form of a regular, continuing cash subsidy. This was not true of the other groups. However, over half of the student wives and none of the college graduates received no parental help.

**10. Somewhat over half of the student wives listed husbands' employment as the major source of income. This was true for about one-fifth of other wives.

**11. More of the student wives considered their income to be adequate (80 per cent).

**12. More of the student wives (69 per cent) felt that their husbands' employment was highly acceptable as a major source of support. (This is probably related to the fact that more (50 per cent) of the husbands were college graduates.)

*13. More of the student wives (about half) claimed they did not have enough sleep or rest than was claimed by one other group of wives--those who were high school graduates or less. The reasons for this are not clear in that just as many of this last-named group were employed and had children as did the more highly educated groups of non-student wives. Perhaps their standards for leisure were lower.

*14. The student wives spent less time on housework than did the other wives (despite the fact that many owned their own homes; on the other hand, fewer had children).

*15. More of the student wives (38 per cent) had fathers who were professional men and fewer had fathers who were laborers (12 per cent).

*16. The fathers of the student wives had more education than did the fathers of the other wives, with 39 per cent being college graduates and 21 per cent having advanced graduate degrees.

17. The mothers of the student wives had somewhat less education than did the mothers of the college graduate wives. There was a greater gap between educational level of the fathers and mothers of student wives (with the fathers having more education) than was true of any other group.

*18. The mothers of the student wives were older at the time of their marriage than were the mothers of the wives who did not graduate from college. There was a wider disparity in reference to student wife age at marriage (20.1 years) and their mothers' marital age (23.6 years) than for any other group.

19. About half of the student wives rated their parents' marriage as having been a mixture of happiness and unhappiness, while about three-fourths of the other wives rated their parents' marriage as having been mostly happy. A larger proportion of student wives (40 per cent) also rated their childhood as having been partly unhappy and more also rated their adolescence as having been unhappy. (60 per cent).

20. The median age at first date was lower (age 13.2 years) for the student wives than was true for the other wives (14.5 years).

*21. Significantly more of the student wives engaged in pre-marital light petting (97 per cent) than did the others (75 per cent). Also, significantly more engaged in pre-marital heavy petting (83 per cent) than did the others (55 per cent). The age at which they first had these experiences was also lower.

22. About half of all groups of wives engaged in pre-marital

> intercourse, but the student wives were somewhat younger, as a group (17.8 years) when this occurred. They were especially younger than the college graduates (20.1 years).

Comment[18]

Certain situational characteristics apparently play into whether a young married woman also tends to go to college. These are: a husband who is a college graduate; a husband who is employed, parents who give financial help (in some cases); no children, and fairly adequate income.

Interest factors also play a part in that college student wives are interested in having a career, desire creative work, and are enthusiastic about studying.

It seems as if special personal developmental factors also contribute to whether or not a number of wives choose to go to college after they marry--or, to put it another way, marry before they finish college but continue as a student after marriage. It seems likely that a number of such young women may be more strongly identified with their fathers than their mothers and come from homes where the student perceives that the parents were unhappy in their marriage. One reason for this unhappiness--as an associated variable--may, in some cases, be the fact that the father had considerably more education than the mother. Do the daughters of such marriages seek, therefore, to close the educational gap between themselves and their husbands?

Some of these student wives may have married before they finished college because they were unhappy as children and adolescents. Could their earlier dating, petting, and pre-marital sex relations be associated with this sense of unhappiness?

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[18] Comments on this issue, as derived from an analysis of the interviews appear on p. 51, Chap. III.

Personality Needs as Related to Questionnaire Data

A comparison of measured personality needs of student wives compared to the other wives (omitting college graduates) is appropriate at this juncture. (See Chapter II for more details.) The student wives had significantly higher needs for dominance, emotionality, humanism, objectivity, scientism, and understanding than did the other married women. The less academic matrons had a higher need for abasement. Although the two groups were not significantly different in reference to clusters of needs, the students' theoretical-intellectual "cluster" approached being significantly higher (t=1.58).

It would seem that the married women students are somewhat more aggressive and "free-wheeling" than the other matrons. Their needs for dominance and emotionality, however, are about the same as those of the single women. The student wives are clearly more intellectually oriented than are the other wives. It will be recalled that they also had higher needs for achievement and scientism than did the single women.

Question has been raised as to whether the student wives, as a group, may have experienced more self-conflict and mixed male-female identification than the single women and the other wives. When their "need hierarchy" is examined in Table VII, Chapter II, one finds clues that this may be so. The student wives have high needs for "typically feminine," passive behavior (high needs for nurturance, deference, blamavoidance, harmavoidance and affiliation). They also have high needs generally associated with intellectual achievement in a leadership capacity (objectivity, humanism, understanding, scientism, energy, dominance, achievement). The high needs of the married, non-college women are more "all of a piece" (objectivity, deference, blamavoidance, harmavoidance, affiliation, nurturance, order, and pragmatism). The single women, somewhat more "intellectual" than the non-student wives, seem more openly dependent and less driven towards achievement than do the student wives (who have higher needs for intellectual achievement). The above comments merely indicate possible trends, in that we are talking about group rather than individual characteristics.

(See, also analysis of interview data in the comparison of student wives who were mothers and those who were not mothers, Chapter III.

COMPARISON OF MARRIED UNDERGRADUATE STUDENTS WHO HAD CHILDREN TO THOSE WHO DID NOT HAVE CHILDREN

CHAPTER X

The student wives who had children were compared to those who did not in order to explore whether being a mother made a significant difference if one were also a student at the same time and also to learn whether background factors played in to being a mother and a college student simultaneously.

There were 35 married women students, ten of whom were mothers.

Age and Length of Marriage

*1. The mothers were 25.5 years old on the average and were significantly older than the non-mothers, whose median age was 21 years. (Table W-17).

**2. The mothers had been married for a median of 6.5 years, which was significantly longer than was the case for the wives who had no children (median length of marriage, less than one year). (Table W-19).

The great majority of the non-mothers married while they were in college; one-third of the mothers married *before they entered.* (Table W-20). Both groups, however, married at about age 19. (Table W-22).

Educational Situation and Attitudes

Eighty per cent of the childless wives and 50 per cent of the mothers were carrying a full academic load. Nearly all of both groups were seeking a Bachelor's degree. The majority of both groups hoped to go on for graduate work. All but a few considered college graduation to be important. Most felt that the greatest value of a college education lay in general education or preparation for family life. Three-fourths of the childless wives and 90 per cent of the mothers (difference not significant) thought that obtaining a graduate degree was important, or of some importance.

They attached somewhat more importance to graduate degrees for their husbands than for themselves.

Over two-thirds of both groups stated that they always tried to get the highest possible marks. They were also similar in their statements that most found their college experience to be as good or better than they had anticipated. The non-mothers studied 17 hours a week, on the average, while the mothers studied 11.2 hours. Nearly all the wives considered their study conditions to be adequate. The great majority (over 90 per cent) found their courses to be consistently interesting to them.

The two sets of women also primarily wanted to find an opportunity for independent, creative work in their future careers. High salary, status, security, and a short work week were not popular choices.

Life Situation

* Forty per cent of the mothers and only one of the non-mothers lived in a house which they and their husbands owned. One-third of both groups lived in University-sponsored student housing; the remainder, in apartments. (Table W-26).

Fifty per cent of the mothers and only 20 per cent of the wives without children were employed (difference not significant). One-third of the mothers were employed more than 20 hours a week; this was true of 12 per cent of the non-mothers.

The two groups of women were alike in their estimation of the adequacy of family income, with 80 per cent in both groups feeling it was sufficient.

Forty per cent of the mothers and 24 per cent of the childless wives considered their social-recreational lives to be inadequate, with two-thirds of both sets of women spending less than ten hours a week in such pursuits. Nearly half of both groups of wives felt that they had too little time to spend with their husbands and nearly half said they had less than the amount of sleep they needed. The latter, however, was also true of the single women.

There was no difference between those with and without children in regard to their self-rated health. None had a major illness and less than one-third had a minor illness during the fall semester of 1960.

The mothers arranged for the care of their children through baby-sitters (one-half of the cases) or their own efforts; only one mother thought that her child was receiving poor care.

All of the mothers stated that they believed in planned parenthood, but 78 per cent of them stated that they had children not according to plan. Most of the childless wives said that they had no children and planned it that way. Recall, however, that most of the latter had been married for one year or less. Sources of planned parenthood information were similar for the two groups. Eighty per cent of the mothers and 70 per cent of the non-mothers had received help either from private physicians or the Planned Parenthood Clinic. (This is not saying when the mothers had this service.)

* The mothers spent significantly more time on household tasks per week (median of 32.0 hours) than did the wives who had no children (median of 14.0 hours).

Comment

It seems clear that the mothers must have carried a heavier work schedule than those wives who were childless, in that more were employed and their housework took more time. They apparently were not more disturbed about this than were the other wives in that they had similar perceptions as to the time and energy they had available for recreation and companionship with their husbands. Moreover, their self-reported health was as good.

Family Background

** Nearly half of the mothers, and none of the non-mothers came from a family in which the father was a laborer. (Table W-80).

Two-thirds of the fathers and 70 per cent of the mothers of the student mothers had high school education only or less, while this was true of one-third of the fathers and 40 per cent of the mothers of the non-mothers.

* The mothers of the student mothers had significantly less education than was true of the non-mother group (12 per cent). (Table W-84).

The income of the parents of these groups were not significantly different.

Current Family Life

* One-third of the mothers and none of the childless wives rated their marriage as either partly or mostly unhappy. (Table W-112).

* More of the mothers (30 per cent) rated themselves as partly or mostly unhappy during the past week. Twenty per cent of the mothers and eight per cent of the other wives rated their marriages as poorer than they expected. Half of the mothers said that they wished they had deferred their marriage until they had finished their college education while only 11 per cent of the non-mothers said this.

Nearly half of the non-mothers but only 20 per cent of the mothers stated that they had no serious problems during the week preceding the study. Outstanding problems given by both groups were: not enough time or energy (about one-third) and concern over studies (about one-third). Only one non-mother but one-third of the mothers noted lack of money as a problem. (Table W-111).

The most satisfying aspects of marriage were, for the non-mothers: shared companionship (100 per cent), sense of being loved (83 per cent), and sex fulfillment (63 per cent). For the mothers, the following were given: children (90 per cent), companionship (80 per cent), and sense of being loved (60 per cent). One-third of the non-mothers and ten per cent of the mothers said that their marriage gave them greater motivation to study.

Summary

The above results indicate that the married women students who had children were significantly different from those who didn't in these respects.

1. They were older, as a group.
2. They had been married longer.
3. Both married when young, but more of the mothers married before they started college.
4. The mothers spent much more time on housework.
5. The mothers came from families where the fathers were on a lower occupational level and the mothers on a lower educational level.
6. More of the mothers (30 per cent) indicated unhappiness in their marriage.

On some items tests of significant difference were not feasible, but observed differences were impressive. These are, as follows:

> Like the mothers, the fathers, as compared to the childless married students, also indicated some unhappiness in their marriage. However, when the mother students are compared to the father students a larger proportion of the mothers saw themselves as unhappy in their marriage--around 30 per cent of the mothers and about half that many of the fathers.

No conclusive statements can be made about these observations. They suggest, however, that a larger proportion of mothers who are students may be unhappier in their marriage than are fathers. Since nearly all the mothers in this study indicated a deep satisfaction with their school work, it suggests that: (a) perhaps some go to school as an escape from marital unhappiness, or (b) some who have strong intellectual drives feel frustrated by their family responsibilities. The latter hypothesis may be the weaker of the two in that 90 per cent of the mothers stated that their children were a primary source of satisfaction. Moreover, it does not _appear_ (on the basis of questionnaire data and interviews) that the act of going to school is the source of difficulty.

Another reason for a high rate of perceived marital unhappiness may be that a larger number of the mothers were upwardly mobile from a lower socioeconomic level. This _could_ be an important factor in that another group of wives who were not students but who came largely from lower class backgrounds indicated somewhat more unhappiness in their marriage than did other wives. They, too, were upwardly mobile in that their husbands were college students. (This was a group of wives who had less than high school education but whose husbands were college students.) This group did not indicate so much dissatisfaction, however, as the mothers did. (See Table W-110a).

COMPARISON OF DIFFERENCES BETWEEN FATHER : NON-FATHER GROUPS AND MOTHER : NON-MOTHER GROUPS

When significant differences between mother : non-mother student groups are compared to significant differences between father : non-father groups, we find that:

1. Both the fathers and the mothers were older, as a group, than those male and female married students who did not have children.
2. Both the fathers and the mothers had been married significantly longer than the other male and female married students.
3. Significantly more fathers, but not significantly more mothers, felt graduate work was important for themselves. However, 90 per cent of the mothers compared to 74 per cent of the non-mothers thought this; whereas, 74 per cent of the fathers compared to 50 per cent of the non-fathers had this opinion. Lack of significant difference between the female groups may well be related to the smaller n for the women.
4. The housing situation of the two groups was quite different, with nearly half of the mothers living in their own houses and only 12 per cent of the fathers in such housing. Two-thirds of the fathers and one-third of the mothers lived in University owned student housing.
5. Like the fathers, more of the mothers were employed than were the other married students. Forty per cent of the fathers and 30 per cent of the mothers were employed for 20 hours a week or more compared to 12 per cent of the childless married women students and six per cent of the childless married men students. (Women groups, difference not significant, related perhaps, to small n.)
6. The mothers worked significantly more hours a week on household tasks than did the non-mothers; this was not true for the husband groups.
7. Although significantly more of the fathers than of the non-fathers were buying things on time, this was not true of the mother groups.
8. Although significantly more of the fathers found their study conditions to be inadequate, this was not true of the mothers.
9. The mothers, like the fathers, indicated they had more problems than did the other married students. Eighty-six per cent of the fathers and 80 per cent of the mothers as compared to 59 and 54 per cent of the other husbands and wives stated that they had seriously upsetting problems during the past week. Concern over studies, money, time and energy was checked about equally by both parent groups.

The mothers, unlike the fathers, indicate more past and present personal and inter-personal unhappiness than that expressed by other married students. The student mothers, unlike the student fathers, came from a lower educational-occupational background than did their non-parent counterparts. The greater discontent of some of the mothers than that of the fathers may be related to the fact that student husbands are well within modern cultural role expectations. The mothers, however, are a bit "beyond the fringe." Whether personal discontent of some of them leads to "inappropriate" role functioning or whether being culturally disapproved plays into their dissatisfaction is not known. Both sets of variables probably operate. Psychological causes seem more likely to be basic determinants in that a sizeable proportion of the mothers indicate unhappiness in childhood and adolescence.

Despite this greater amount of marital unhappiness, the evidence fails to reveal that those mothers who do go to college have a more difficult time obtaining an education than do fathers or non-mothers. However, a smaller group of mothers than of fathers or of non-mothers attempt this double-or triple-job. It is likely (according to the findings of this study, and common observations) that they are from an unusually highly motivated group. The reasons for this high level of motivation are not clear. Some, perhaps, are in rebellion against their own lower-class family background--perhaps more of them than "students in general." Some may be exceptionally gifted intellectually and feel driven to use their ability. Some may fear an imminent break-up of their marriage and hence are building towards employment security. Clearly, this is an issue that invites more careful study, especially in view of the fact that an increasing number of mothers are being encouraged to go back to school-- all the way from functionally illiterate public assistance clients to Ph.D. candidates.

INSIGHTS REGARDING WIFE GROUPS, DERIVED FROM INTERVIEWS

The personal interviews, which were held with a random sample of the study population, were checked for further insights into this matter. Ten married women students were interviewed. Of these ten, three were also mothers. All three of the mothers came from disturbed family backgrounds and all three were in conflict with their own mothers. One was deserted by her own mother and had a step-mother whom she intensely disliked, one was in rebellion against her controlling Polish Catholic mother, and one, from a deprived rural home ran away to marry at age 15 (probably was pregnant). All three of these women seemed exceptionally intelligent and all three were honor students. Also, all of them were markedly non-conformist in attitude and were in revolt against "middle-class conformity." One, aged 42, was in serious conflict with her husband. The other two (in their early 20's), had married "angry young men" from emotionally deprived backgrounds. These husbands also were honor students and non-conformists. The younger couples were working hard at marital success, but their tense anxious personalities caused the interviewers to wonder what their marital futures would be. (Subsequent information revealed that one of these young couples separated in the fall of 1962, with the father taking the child.) All three of these women, incidentally, seemed unusually attractive, charming, and highly verbal. Also, none had any particular reason to feel that their husbands would be unable to support them financially. One husband was opposed to his wife's education but the others favored it.

The seven student wives who were not also mothers were somewhat different, for the most part. All but two had carefully planned to avoid pregnancy. One (aged 28) was a student partly because she wasn't able to get pregnant and wanted something to do. The other non-planner seemed blocked on the subject of securing contraceptive help (religion was not a factor). Six of these seven married women students who were not mothers appear to be quite conventional and conformist. Four of the seven came from homes which they described as happy ones. Two of the seven came from severely unhappy homes (one in which the mother was highly critical and dominating; the other was a home in which the mother was a semi-invalid and rarely home because she worked with her husband in a small business). One of the seven came from a critical, somewhat "cold" home. The two wives from seriously unhappy homes were experiencing considerable marital stress.

Three of these seven student wives were very deeply involved in the intellectual pleasures of learning for its own sake, but these were not the women who were unhappily married. Four of the seven were outstanding honor students. Aside from the "intellectually involved" students, one seemed largely driven by the high educational aspirations of her parents; one was finishing college largely because her husband (a junior executive in an engineering firm) wanted her to, for her sake and his; one saw education mostly as a means to achieving higher socio-economic status; and one was committed to learning partially because she enjoyed it and partially because of guilt over her forced marriage and her need, therefore, to please her parents. Nearly all of these women were making some financial contribution to their own education and all of the husbands favored the wife's education.

From these judgments derived from a sample of interviews it does seem that perhaps mothers who go to school for undergraduate work may be more apt to come from disturbed family backgrounds, may be in more conflict with their mothers, may be non-conformists and rebellious, and may be especially competent as students.

The married women who were not students and who were interviewed were compared to the above two groups.

Eight married women, all of them mothers, and only one with any college education, were interviewed. All strongly believed in their husbands' education.

One of these seven women had no vocational training. Of the other six, two were registered nurses and four were secretaries. All of these wives had children and two of them worked full-time. Four of the seven were relaxed, bland, contented, rather passive people who seemed to greatly enjoy being wives and mothers. Two of the seven had difficulties largely related to their husbands' self-conflicts, educational problems, and general incompetence. Only one of the women expressed desire for futher education, but seemed highly ambivalent about this. She is the only one of the wives that came from a family which she and her husband described as seriously unhappy. One other vaguely referred to more schooling but was afraid to try as she had failed her college work before her marriage. None of these wives seemed to be intellectually alert.

It appears that the main reason that these women were not college students is that most were well content with the traditional feminine role and most had vocational training that they could use if they wished to.

The two wives who were college graduates and married to undergraduate student husbands appeared to be competent, well organized young women. Both were trained as teachers and both were mothers. One was teaching and supporting her husband. The other was supported by her husband's inheritance. Both of these women were married to men who were less self-assured and less capable students than themselves. One husband was on the verge of failing and the other's academic future was uncertain. Both wives seemed to be pushing their husbands to go to school and both were "tutoring" their husbands.

COMPARISON OF WIVES MARRIED AT LESS THAN AGE 20 CONTRASTED TO THOSE MARRIED AT OVER AGE 20

CHAPTER XI

The women who married before age 20 were compared to those who married after that age on the same variables as those used for the early and late men marriers. Since the national median age of marriage for women is 19.9 years, age 20 was used as a criterion of early female marriage in this study.

The same questions were raised for the female as were raised for the male groups. Fifty-six of these wives married when they were under age 20 and 48 married when they were past that age.

These women proved not to be significantly different in terms of the following family background factors:

Religion (Tables W-67, W-68, W-69, W-70, W-71, W-72)
Nationality (Table W-74)
Rural-urban background (Table W-78)
Race (Table W-79)
Parental occupation (Tables W-80, W-81)
Parental education (Tables W-83, W-84)
Parental income (Table W-85)
Marital status of parents (Table W-89)
Childhood and family happiness (Tables W-90, W-91, W-92)

However,

* Significantly, more of their mothers (41 per cent) married before they were 20 than was true of the late marriers. (Table W-87).

The early marriers were significantly different from the later ones, in a number of aspects of their dating and courtship behavior.

*1. The women who married under the age of 20 started dating at a significantly younger age (median age of 14.0 years) than did the other women. The latter started dating at a median age of 15.4 years. Fifty per cent of the first group and 27 per cent of the second had their first date under the age of 14. (Table W-93).

**2. The early marriers first went steady for at least three months at a median age of 15.7 years as compared to the late marriers who first went steady at a median age of 17.5 years. (Table W-94).

The groups were similar in terms of the number of boys with whom they went steady. (Table W-90).

They also were similar in the matter of age at first menstruation (median age for the early marriers being 12.5 years and 12.9 years for the late marriers).

*3. The early marriers first kissed a boy (other than in kissing games) at an earlier age (median of 14.6 years) than did the late marriers (median age of 15.9 years). (Table W-97).

**4. The early marrying women first experienced light petting at a younger age (16.8 years) than did the late marriers (18.9 years). (Table W-98).

*5. Significantly more of the first group had light petting experience (91 per cent) than did the second (74 per cent). (Table W-98).

**6. The women who married below age 20 first engaged in heavy petting at a significantly younger age (18.3 years) than did the late marrying group (20.2 years). (Table W-99).

**7. Significantly more of these early marriers engaged in heavy petting (79 per cent) as compared to 58 per cent of the late marriers. (Table W-99).

*8. The early marriers also engaged in pre-marital sex relations at an earlier age (18.5 years) than did the late marriers (20.1 years). (Table W-100).

**9. Significantly more of the women who married under age 20 experienced pre-marital sex relations (54 per cent) than did those who married over age 20 (37 per cent). (Table W-100).

*10. Significantly more of the early marriers were not engaged before marriage (26 per cent) while this was true of only eight per cent of the late marriers. (Table W-102).

However, the early marriers were not particularly "hasty marriers." They had known their husbands for an average of 1.9 years before marriage which was similar to the 2.5 years for the other group. (Table W-103).

Parental attitudes towards the marriage of the first group were about the same as towards the second. (Table W-104.)

There was no difference between the early and late marriers in respect to being a married student. Only about 15 per cent of both groups of wives said that they wished they had married later than they did (Table W-110) and the great majority of both groups rated their marriages as mostly happy. (Tables W-112 and W-113).

They were similar in the ratings they gave to the sources of their marital happiness (Table W-114) and also to the problems they were facing.

Discussion

When the male and female groups are compared on this issue of early and late marriage, it may be observed that factors of family background and socio-economic level seem not to be associated with early or late marriage for either sex except that late marrying males are more apt to come from homes broken by parental death and early marrying females are more apt to have early marrying mothers. However, there is a striking difference between the men and the women in the matter of the relation of dating experiences and physical development to early marriage.

1. The men who married before the age of 22 were significantly younger at the time of first nocturnal emission than were the men who married later. In the case of the women, however, the time of first menstruation is not associated with age at marriage.
2. In the case of both men and women, there is an association between early marriage and early age of first going steady.
3. However, the age of first physical involvement with the opposite sex (kissing, petting, and intercourse) is related to early marriage in the case of the girls but not in the case of boys. Also, whether or not the girl engaged in petting or intercourse relates to early marriage (those who had these experiences were significantly more likely to be in the early marrying group). This was not found true for the men. These findings are similar to those of Kinsey.[19]

Other research and clinical data reveals that women in our culture do tend to become emotionally involved when they have close physical contact with men. This is not necessarily the case for men. Therefore, the findings in this study tend to bear out other observations.

It has also been claimed that early dating, early age at going steady, and early physical involvement leads to a younger age at marriage. This does seem to be true in the case of women and partly true in the case of men. Early going steady is related to early marriage but physical involvement is not for the men. Early dating, early going steady, earlier and more extensive sexual involvement are all related to a woman's early marriage. Studies of other groups need to be done in order to see whether this difference between the sexes in this regard is generally true. Findings similar to this were obtained by Moss and Gingles[20] and by Burchinal[21] in their studies of early marrying women.

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[19] Kinsey, op. cit., p. 140.

Early physical maturation on the part of the early marrying men, but not on the part of the early marrying girl, presents an interesting question. It should be noted that according to these men, their average age at first nocturnal emission (12.6 years) is considerably lower than the national median of 14.6 years. The late marrying men, according to their statements, had their first nocturnal emission at the median age of 13.9 years, which is close to the national average. This early physical maturation on the part of the men who married at a younger age did not apparently lead them to early physical involvement with women. It was associated with a greater likelihood of going steady at less than 18 years of age. Whether they went steady earlier because of their own desire or because they were physically mature and more attractive to girls is not known. However, other studies indicate that early maturing boys are more socially adept and popular than are late maturing ones.[22]

> Early maturing boys possess a clear heterosexual advantage for a period of several years, maturing as they do at about the same time as the girls in their classes. Consequently, their drives and interests are relatively well matched with those of their feminine age-mates, and they are able to take out their girls without the embarrassment of being the shorter and slighter member of the pair. Late maturing boys, on the other hand, although for the most part they catch up in height and weight with their early-maturing peers, undergo a long period of social disadvantage during an important formative period of their lives.

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[20] Moss, J. Joel and Gingles, Ruley. "The Relationship of Personality" Early Marriage, Marriage & Family Living, pp. 373-377, Vol. XXI, 4, November, 1959.

[21] Burchinal, Lee G. "Adolescent Role Deprivation & Early Marriage" Marriage & Family Living. pp.378-384, Vol.XXI, 4, November, 1959.

[22] Jones, Mary Cover. op. cit., p. 137.

> During this time, they are likely to be perceived and treated as relatively immature and irresponsible, are at a disadvantage in athletics, and are biologically unready for, and hopelessly outclassed in, courtship competition. As Kinsey has pointed out, early-maturing boys not only precede late-maturers as far as initial sexual experience is concerned, but they establish a regular pattern for sexual satisfaction much earlier and, for many years, retain a higher rate of sexual output than late-maturers. This pattern may produce considerable conflict for early-maturers during adolescence (before sexual activity is condoned), but its net effects should be positive, including as they do an important and enduring source of satisfaction and a contribution to a self-concept of sexual adequacy and virility. Such a self-concept should also favor satisfactory and appropriate sex-role identification.[23]

An associated question is whether the early-marrying men actually matured physically before the late marrying ones. Age at first nocturnal emission may not be so clearly known as is age of the girl at time of first menstruation. Were the early marrying men simply perceiving themselves as younger at the time of this occurrence or were they less inhibited about themselves as males, and therefore more aware of what, specifically, had happened to them?

It is interesting to compare the self-reported pre-marital sex activity of men and of the women in this study:

1. Ninety per cent of the men said they experienced light petting and this was also true of the early-marrying women; but not of the late-marrying ones. The men and first group of women were 16+ years at the time of this experience, but the late-marrying women who behaved in this way were 18.9 years old on the average.
2. Over 85 per cent of the men indulged in heavy petting at a median age of 16+ years. Seventy-four per cent of the early-marrying women so indulged at the median age of 18.3 years.
3. About 70 per cent of the men and 54 per cent of the early-marrying women engaged in pre-marital sex relations at the median age of 18+ years. The late-marrying women, however, refrained from sex relations in all but one-third of the cases. Those who had pre-marital intercourse were 20.1 years on the average at the time.

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[23] McCandless, Boyd R. Children and Adolescents--Behavior and Development. New York: Holt, Rinehart, and Winston. 521 pp. July, 1961. pp. 259-261.

Although the men were more active than the women in their pre-marital sex relations, the early marrying women appear to approach the male pattern, as far as age at first experiences and proportion of the group who had these experiences is concerned. Data were not gathered as to frequency and number of sex partners, however.

COMPARISON OF STUDENT HUSBANDS TO STUDENT WIVES

CHAPTER XII

When the student husbands were compared to the student wives, they were found to be significantly different in the following ways.

Education

** More of the wives found their studies to be exciting and rewarding (66 per cent of the wives and 35 per cent of the husbands). (Table W-52).

* The husbands spent more time in study (22.7 hours) than did the wives (13.0 hours).

The husbands and wives were alike in their attitudes toward time for, and conditions of, study.

* More of the wives (68 per cent) said that they worked for the highest possible marks than was true of the husbands (46 per cent). (Table W-11).

* More of the wives (71 per cent) than the husbands (46 per cent) valued a college education for its general preparation for living rather than for its vocational qualities. (Table W-13). Over half of the husbands were particularly looking for career preparation.

The two groups were alike in their satisfaction with their educational experience, their desire for creative, independent careers, their plans for graduate work, and their college class status.

Age and Length of Marriage

* The husbands were significantly older than the wives (median age of 24+ for men and 21.4 for women).

* The student husbands had been married significantly longer than the student wives (2.5 years : less than one year).

* More of the student husbands married before they entered college, but both groups married at about the same median age.

Employment and Finances

* More of the student husbands were employed during the academic year (68 per cent : 21 per cent) and more were employed during the summer (85 per cent : 60 per cent).

* More of the student husbands (42 per cent) found their income to be inadequate than was true of the student wives (20 per cent).

* More of the student wives (69 per cent) thought it acceptable for their husbands to work to help with college costs than was true of the husbands' attitudes towards employment of their wives for that purpose (33 per cent). They were quite similar in sources of income. Fifty-three per cent of the wives and 44 per cent of the husbands were chiefly supported by their mates' employment. Twenty-one per cent of the wives and 18 per cent of the husbands chiefly supported themselves by their own employment. About 11 per cent of both these groups got financial help from parents.

Both groups had the same median amount of indebtedness.

Social Recreational Life, Rest, Health

The student wives and husbands were similar in the amount of time they had for recreation and rest. They also rated themselves as being in generally good health.

Children and Home Responsibilities

* More of the student husbands had children (57 per cent) than did the student wives (29 per cent).

* The student wives spent significantly more time on housework than did the student husbands (20 hours : 7 hours).

Family Background

* More student wives came from large cities (46 per cent) than did the student husbands (19 per cent). However, they were alike in the matter of nationality, race, and religion.

* More of the wives had fathers who were professional men (38 per cent) than was true of the husbands' fathers (17 per cent). (Table W-80). Also more of the student husbands had fathers who were laborers (30 per cent : 12 per cent).

The educational level of the two sets of parents was generally alike.

The mothers of the student wives were older at marriage than were the mothers of the student husbands (23.5 years : 21+ years).

*More of the student husbands had fathers who were deceased (20 per cent : none).

Marriage

* More of the student wives (41 per cent) than the student husbands (26 per cent) indicated they had no serious problems. More of the student husbands were concerned about not having enough money.

The two groups, however, gave the same rating to their marital happiness and satisfaction.

Summary

The married student men and women do not differ from each other in the same way that the single ones do. The married males and females are more alike in their educational-vocational goals than are the single men and women. The student wives, moreover, unlike the single women, are more strongly and consistently involved in studying and academic achievement than are their male counterparts.

It is interesting to note that the student husbands, like the student wives, list their spouse's wages as the chief source of family income in about one-half of all cases and their own wages as a chief source in about one-fourth of all cases. Thus, it looks as if being a married undergraduate is highly dependent on the employment of the spouse--be it a husband or a wife. It is also interesting that parental financial help plays so small a part for both husbands and wives.

The student husbands would appear to be more burdened than the student wives for a need to work--on the other hand the student wives are more burdened with domestic tasks. However, the groups are alike in the matter of health, recreation, time for study, and rest.

The husbands, as a group, are more pressed for money, than are the wives as a group. This probably is because more of them have children. It may also be because a husband's need for a college education is apt to be seen as a necessity and he goes to school,more or less regardless of financial resources. A wife's education is more apt to occur when there is a degree of financial surplus.

Family background factors do not especially differentiate student wives from student husbands except that more of the wives come from urban homes and from homes where the father is a professional man. More of the husbands come from homes broken by parental death.

Early marriage, a college graduate husband, and strong drives for intellectual achievement apparently tends to produce the "average" student wife (among other variables). Student husbands (as a group), however, are more apt to be late marriers, veterans, and (at an earlier date) reluctant or confused students.

Measured Personality Needs of Student Wives Compared to Student Husbands

The measured personality needs of student wives compared to student husbands show that these women do not differ from the men in areas of intellectuality or achievement drive. The outstanding difference between the two groups lies in the somewhat more passive, emotionally labile orientation of the females and the more dominant, aggressive orientation of the males. (Women have higher needs for harmavoidance, nurturance, order, sex, emotionality; men have higher needs for dominance, aggression, pragmatism, and fantasied achievement.)

UNDERGRADUATE SINGLE MEN STUDENTS COMPARED TO SINGLE WOMEN UNDERGRADUATE STUDENTS

CHAPTER XIII

The single women were compared to the single men in order to learn whether there were significant differences between these two groups. Comparisons were made on all items of the questionnaire. The following significant differences were found:

Education

** All but eight per cent of the single women said that it was important for their future husbands to have a college education. Fifty-three per cent of the single men said that a college education for wives was not important. (However, nearly all of the girls hoped to graduate from college and 93 per cent thought it important to do so.)

** Only six per cent of the single women said that graduate training was not important for their future husbands. Nearly half of the single men said that graduate education was not important for their future wives.

** Over three-fourths of the single men said that the chief value of a college education for themselves was preparation for business or professional life. Less than half of the single women said this was the chief value of a college education for themselves. Over half of the women valued such education for general background or preparation for family and community living. None of the men saw college education as preparation for family and community living and less than a fourth thought of it as providing general education.

** Nearly half of the single men said that the most important factor they were seeking in their future career was high salary or high prestige. Only six per cent of the single women checked this category. Somewhat more of the women were seeking an outlet for creative, independent work. Twenty per cent more of the women thought in terms of serving their community. Fifteen per cent of the single women and none of the single men wanted a career that gave them a short work week so that they would have time to spend with their families.

** Thirty-eight per cent of the single women found their studies exciting or rewarding, but this was true of only 26 per cent of the single men. Also, five per cent of the single women claimed their studies were sometimes boring and sometimes interesting, whereas, 21 per cent of the single men checked this category.

Employment

** Over half of the single women were unemployed during the summer, but this was true of only 15 per cent of the single men. About ten per cent of the women were employed full-time for three or more months during the summer. Nearly half of the single men were so employed.

** The single women earned a median of $247 during the summer, whereas the single men earned a median of $503.

** Over half of the men were employed in skilled or semi-skilled labor jobs during the summer but this was true of only 18 per cent of the single women. Half of the single women were employed as camp counselors or in clerical-sales work. Forty per cent of the men were so employed.

Recreation

** The single women spent more time, on the average, in recreation than did the single men. The median number of hours for single women was 15.9 and the median hours for single men was 13.2

Family Background

* The single men and women differed in terms of the religion in which they were brought up. Thirty per cent of the single men were reared as Catholics, but this was true of only nine per cent of the single women. Nearly half of the single women were brought up as Protestants while slightly over one-third of the single men were raised in this religion. Thirty-six per cent of the single women were Jewish in family background, while only 26 per cent of the single men had this background.

* More of the single men (87 per cent) than the single women stated that their parents were happy most of the time in their marriage. Sixty-seven per cent of the single women said this. Thirteen per cent of the single women rated their parents' marriage as unhappy most of the time, while none of the single men gave their parents this rating. (Could this be because girls are more sensitive, generally, in their perception of human relationships than are boys?)

Dating and Courtship

** More of the single women (90 per cent) said they had not had pre-marital sex relations, while 53 per cent of the single men stated this.

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said that their time and energy available for dating was very inadequate. Over two-thirds of the women and a little over half of the men said they had adequate time and energy for this activity. On the other hand, over half of the women and 40 per cent of the men said they had less sleep than they needed. Apparently the women were readier than the men to miss sleep if a date was in prospect.

The two groups rated their meals in like manner. They also rated their health during the past semester in the same terms. None of these students had a major illness and nearly three-fourths said that they felt good most of the time.

The men and women gave the same amount of time to such domestic tasks as straightening their rooms and tending to their laundry (about 4.5 hours a week).

Family Background

The single men and women were alike in the matter of racial and national backgrounds. All were white and over 80 per cent were native-born of native parents. They were similar in reference to the demographic characteristics of the region in which they grew up.

The occupational level of their fathers and mothers was also the same. However, 80 per cent of the mothers of the men were full-time housewives while they were growing up, while this was true of 67 per cent of the mothers of the women. Moreover, 59 per cent of the men's mothers and 49 per cent of the women's mothers were full-time housewives at the time of the study.

The educational level of the two sets of fathers was generally, alike, except that 55 per cent of the fathers of the single women graduated from college, while only 40 per cent of the fathers of the single men achieved this level. Also 24 per cent of the women's fathers had a master's, law, or theological degree while this was true of only seven per cent of the men's fathers.

The mothers of the single women in this study group also had somewhat more education that the mothers of the single men. Seventeen per cent of the men's mothers, as opposed to 27 per cent of the women's mothers, graduated from college. Fifty-nine per cent of the men's mothers, compared to 36 per cent of the women's mothers went no further than high school.

The median income of the two groups of parents was very much alike ($12,000+ per annum).

The age of fathers at marriage was about 26 years for both the men and women students. The mothers of both groups averaged 23+ years at marriage. They came from families of the same size.

The male and female groups rated their childhood happiness in the same way, with three-fourths of both groups seeing their early years as being mostly happy. However, they were quite different in the rating they gave themselves as teen-agers. Eighty per cent of the men and 44 per cent of the women saw their adolescence as mostly happy. However, 73 per cent of the women and 53 per cent of the single men rated themselves as mostly happy at the time of the study. Is this, perhaps, because boys tend to mature later than girls and are still in the throes of adolescent disturbance when they are in college? Or does the college experience put more pressure on the male than the female? For a further discussion of this point, see "Motivational Factors in College Entrance."[24]

These men and women were about the same age at the time that they had their first date (13+ years). The median age at which the women first went steady was somewhat older (15.3 years) than was true for the men (14.2 years). However, over 40 per cent of both groups first went steady when they were either 14 or 15 years old. Two-thirds of both groups had not gone steady more than twice. Both groups first kissed a member of the opposite sex at the median age of 14.5 years. Of those who engaged in light petting (75 per cent of the girls and 85 per cent of the boys), the median age for both sexes was 16.5 years. Two-thirds of the single men and 17 per cent of the women said they had participated in heavy petting. The median age for each group was 17+ years.

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[24] Dowan, Elizabeth and Kaye, Carol. The American College by Nevitt Sanford.

The men and women had about the same engagement history. Over 80 per cent of both groups had never been engaged. The remainder had been engaged once.

About one-third of the women and one-fourth of the men reported no seriously upsetting problems during the week before the study. Somewhat more of the men (64 per cent) than the women (52 per cent) were worried about their studies, twice as many men (24 per cent) as the women were short of money, but twice as many women (40 per cent) as men were short of time and energy.

Over 80 per cent of both the single men and women rated companionship with friends as a major source of happiness and over half rated good living conditions in this way. Moreover, 44 per cent found a loving relationship with a member of the opposite sex as a major source of happiness. Somewhat more of the females (54 per cent), (males 33 per cent), were highly impressed with studying as a satisfying activity. One-fourth of the men and 15 per cent of the women found sex fulfillment as an important area of happiness.

Aside from generally small observed differences, it is interesting to note the rather close similarities between two sexes in the matter of self-rated problems and satisfactions.

Summary and Comment

Probably the most outstanding difference between the single men and single women lay in the area of career commitment on the part of the men and a more diffuse career attitude on the part of the women. Although all the single women said they hoped to graduate from college and about half aspired to graduate work, many saw their education as making them better family and community members and their careers as part-time, off and on, generally sandwiched in between (hoped for) husbands and children. Careers, as visualized by the women, tended to involve community service and creative, independent features.

The men, on the other hand, were generally more committed to a specific vocation or profession and half of them particularly valued high status or prestige. Two-thirds planned to go on for graduate work.

The rather diffuse career and educational attitudes of the women were as nothing compared to the attitude of the males towards the place of education and employment in the lives of the women that they hoped to marry. This male resistance to female education and employment is certainly not surprising. It may show up somewhat more strongly in this study because significantly more of the single men were Catholic (30 per cent : 6 per cent). The Catholic Church, of course, takes a somewhat stronger position than most Protestant and Jewish groups do to the effect that a married woman's place is in the home, especially if she has children.

Many college women have been criticized by educators for their lack of clear interest in educational and professional goals. In the event that educators feel that capable college women _should_ have deeper intellectual and career commitments, it seems as if the major efforts along this line should be bent towards changing male student attitudes. This is not to imply that college women _should_ necessarily have preparation for careers as a major goal. We simply suggest that the goal diffusion of the women is related, in part, to the male attitudes towards the wife and mother role. This, of course, is a "common sense" observation that students and educators, alike, are familiar with. The topics of women's education and employment are too vast to be explored at length here.

Measured personality differences between men and women in this study are related, however, to the above findings and observations. (See, also, Chapter II.) To put it briefly, at this point, single women were found to have significantly higher measured personality needs in these areas: emotionality, harmavoidance, humanism, narcissism, sex, and impulsivity. The men had significantly higher needs for: pragmatism, aggression, fantasied achievement, dominance, objectivity, and scientism.

When these and all the personality scores of single men and women are studied it appears that the women are not less intellectual in their needs than the men. (Their intellectualism is more along the lines of the humanities and less along scientific lines, as other researchers have also found.) Recall too, that significantly more of the women than the men found their studies to be exciting and rewarding. The chief difference between the single men and women as found here, in other studies, and in clinical observations is the greater orientation of men towards leadership and "practical" success and the more emotional, impulsive, passive, and "romantic" orientation of the women.

Before we leave this subject of comparisons between men and women, it should be noted that more of the men than the women (48 per cent : 27 per cent) expressed themselves as unhappy with their current life situation, but only 20 per cent of the men and 60 per cent of the women viewed their high school years as unhappy. Also, somewhat more of the men saw themselves as having serious problems, particularly in the area of academic achievement.

It should also be pointed out that the men, as a group, were considerably freer in sex activity (about half of the men and ten per cent of the women had experienced intercourse), but, the women had higher personality needs for emotionality, narcissism, sex, and impulsivity. We again point out that "sex" as measured by the Activities Index is apt to be related to a rather romantic, verbal activity.

One interpretation of these seemingly contradictory findings might be that the women, developmentally more advanced than the men,have moved further away from adolescent stress, had their major "upheaval" in high school, and are now more settled with themselves. Their low incidence of overt sex behavior, in contrast to their higher needs for such, is probably related to the known generality and "diffusion" of the sex drive in the young woman plus the operation of "double standards." Also, the very fact that she sees herself as emotional and impulsive may relate to a greater maturity and a less rigid personality structure than that of the male who is impressed with the need to "prove himself" as a strong leader. His higher needs for aggression and dominance are frequently observed to be frustrated in the "polite," rather sedentary college setting. On the other hand, they may provide him with the drive for academic achievement.

COMPARISON OF MARRIED AND SINGLE STUDENTS (OR SPOUSES OF STUDENTS) IN TERMS OF CURRENT SELF-RATED HAPPINESS

CHAPTER XIV

The subjects of this study were asked to rate their level of happiness during the week preceding the study (Item 112 on the questionnaire.) The question read as follows:

How would you rate your happiness during the past week?

( ) a. Mostly happy
( ) b. Mostly unhappy
( ) c. About an equal mixture of happiness and unhappiness

Since such a small number of subjects selected "b" or "c" as a response, these items were combined and termed "unhappy."

Forty single women rated themselves as happy (73 per cent) and 15, unhappy (37 per cent). Eighty-nine married women rated themselves as happy (77 per cent) and 16 as unhappy (13 per cent). Twenty-three of the single men rated themselves as happy (62 per cent) and 14 as unhappy (38 per cent). Eighty-seven of the married men (82 per cent) rated themselves as happy and 15, (18 per cent) as unhappy.

Although we recognized that self-rated "happiness" is seriously lacking in precision as to the subject's actual psychological state, it still seemed interesting to examine the questionnaire data in order to learn what variables might be related to such self-perceptions.

The basic hypothesis was: there is no significant difference between groups of single and married students, who rate themselves as happy or unhappy, in relation to educational aspirations and attitudes, current life situation, and certain family background factors.

Tests of significant differences were applied to questionnaire responses. Male and female groups were considered separately. For the sake of brevity, only tables which contain data on statistically significant differences are presented (See Appendix).

The following is a summary of significant differences found between groups of husbands who rated themselves as happy or unhappy and between groups of single men who so rated themselves.

Levels of significance are indicated by one asterisk for the five per cent level of confidence and two asterisks for the one per cent level.

* Significantly more of the unhappy, than the happy, single men considered it important to obtain a graduate degree (64 per cent of the unhappy, 31 per cent of the happy). This finding did not apply to the married men (60 per cent of both groups considered a graduate degree to be important). (Table M-9).

* The married men who rated themselves as unhappy had been married for a significantly longer period of time (median = 2.7 years) than was true of the happy husbands (median = 1.5 years). (Table M-19).

* The unhappy husbands had significantly more children than was true of the happy married men. Fifty-three per cent of the latter and 20 per cent of the former had no children. (Table M-23).

Family planning (Table M-63) was more successfully carried out by the happy than the unhappy husbands. Because of multiple checks, a test of significant difference could not be applied to this item. However, 53 per cent of the unhappy husbands said they had children not according to plan, while this was true of 26 per cent of the happy husbands.

* Significantly more of the unhappy single men considered their social-recreational lives to be inadequate (60 per cent) than was true of the happy bachelors. This finding was not true of the husbands. In their case nearly half of both groups considered their social-recreational lives to be inadequate. (Table M-53).

** Significantly more of the unhappy single men (50 per cent) rated their adolescence as unhappy than was true of the happy single men (four per cent). (Table M-92).

* This was also true of the married male groups. Seventy-one per cent of the unhappy husbands, as compared to 37 per cent of the happy ones rated their adolescence as unhappy. (Table M-92).

OBSERVED, BUT NOT SIGNIFICANT DIFFERENCES

Tests of significant difference could not be applied to perceived problems and satisfactions of these two groups because relevant questions permitted multiple checks. However, 44 per cent of the happy single men stated they had no serious problems during the preceding week, while this was true of none of the unhappy bachelors. One-third of the happy husbands and none of the unhappy ones said they had no serious problems during the preceding week. (Table M-111).

About 40 per cent of the unhappy married and single men complained of not having enough time or energy, while this was true of 11 per cent of the happy singles and 26 per cent of the happy marrieds. Seventy-seven per cent of the unhappy single men said they were concerned about their studies, as contrasted to 44 per cent of the happy ones. There was little obtained difference between the husband groups on this item (about 40 per cent of each group). However, 27 per cent of the unhappy husbands, compared to five per cent of the happy ones, stated they had conflicts with their wives.

The unhappy single men, as a group, found most of their satisfaction in studying (62 per cent) or companionship with friends (69 per cent). Eighty-three per cent of the happy bachelors enjoyed companionship with friends and over half checked good living conditions and love from a girlfriend as sources of happiness. Only one-third of the happy bachelors found studying as a major source of contentment. (Table M-112).

The relative over-emphasis on studying by the unhappy single men plus their significantly higher valuation of graduate work suggests that many of them tend to withdraw from social, interpersonal contact and "escape" into intellectual pursuits.

The subjects were asked what kind of help they might want to assist them with their personal problems. (Table M-115). Eighty-two per cent of the happy husbands and 69 per cent of the unhappy ones said that they didn't need any help. A very small minority wanted to discuss their problems with a professional counsellor. Less than ten per cent saw books or courses (including those on marriage and the family as being potentially useful). Fifteen per cent of the unhappy husbands, but only three per cent of the happy ones, favored an informal discussion group on personal adjustment.

The single men seemed to be a little more interested in seeking help from outside sources. Over half of the unhappy bachelors and 28 per cent of the happy ones thought they might need help. None, however, favored assistance from a personal counselor. Almost one-fourth of the unhappy single men favored courses, books, and informal discussion groups on marriage and the family. Eleven per cent or fewer of the happy single men made such choices.

Education

The happy and unhappy male groups were very much alike on most of the variables measured by the questionnaire. They generally had the same attitude towards the importance of a college education, the importance of education for their wives or girlfriends, their stated reasons for going to college, their attitude towards college marks, and the values they saw deriving from higher education. They also were very much alike in their expressed satisfaction with their college experience and the time of their marriage in relation to their college career. The men groups also were similar in terms of the kind of housing they had and their rating of the adequacy of their housing.

The unhappy single men spent five more hours a week, on the average, in study than did the happy ones, but this difference is not significant. The unhappy husbands spent on the average, one hour more a week in study than did the happily married men. The groups were very much alike in the rating that they gave of the adequacy of their study conditions. The unhappy single men, in 43 per cent of the cases, said that they found their studies exciting and rewarding. Only 17 per cent of the happy single men said this (difference not significant). This observed difference was not found for the married men (about one-third of each group said this).

Employment

There appeared to be no relationship between self-rated happiness and employment. The same is true as to amount and perceived adequacy of income. The happily married males had slightly more difficulty in meeting expenses than did the unhappily married men. They also had somewhat more indebtedness.

Although the difference is not significant, 40 per cent of the unhappily married men compared to 16 per cent of the happily married ones said that they were glad that their wives worked.

Rest, Recreation and Health

The unhappy single men said that they spent three hours less, on the average, in social-recreational activities (difference not significant). There was no observed difference on this variable between the groups of married men. The two groups of married men were alike in the rating they gave as to time available for companionship with their wives. This also was true of the single men in the matter of adequate time available for dating.

Twice as many single, unhappy men said they had less sleep than they needed than was true of the happy, single men. This difference did not obtain for the husbands. All the male groups were similar in the judgment of the adequacy of their meals. They were also similar in the rating they gave to their health.

The happy and unhappily married men were alike in terms of the amount of household tasks that they performed. They also were alike in the matter of sharing tasks with their wives.

Although the unhappy husbands had less success in family planning than did the happyones, their sources of planned parenthood information were the same.

Family Background

Religious backgrounds of the happy and unhappy husbands were similar. They also were similar in terms of degree of interfaith marriage.

There was no difference in the type of community in which these different groups of men grew up. The occupations of the fathers of the two groups of single men were similar. However, 42 per cent of the fathers of unhappy husbands were professional men, while this was true of 13 per cent of the fathers of the happy husbands (difference not significant). There was no difference between the groups in reference to maternal employment. Slightly more of the fathers of unhappy single and married men had advanced graduate degrees beyond the Master's level but this difference is not significant. There is no difference between the groups in the matter of maternal education.

Although the differences are not significant, the unhappy single and married men came from homes in which the median income was lower than for the happy groups. The median family income for happy single men was $13,500 and for the unhappy ones, $11,250. The happy husbands came from homes where the median income was $8,167 and the unhappy husbands came from homes where the median income was $5,000. The low income of the unhappy married men may be related to the fact that 61 per cent of them came from homes where either the father or the mother was dead. Twenty-two per cent of the happy husbands came from such homes. Differences of this kind were not found for the single groups. Although the difference is not significant, over half of the unhappy husbands rate their parents' marriage as unhappy compared to one-third of the happy husbands. This observed difference was not found for the single groups. Half of the unhappy husbands and nearly one-half of the unhappy single men rated their childhood as unhappy compared to 30 per cent of the happy married men and 17 per cent of the happy single ones (difference not significant).

Dating History

Twenty-seven per cent of the unhappy husbands had their first date before the age of 14 compared to 49 per cent of the happy ones. Forty-three per cent of the single happy men had their first date before 14 while 60 per cent of the unhappy single men had their first date before this age. The same general trend is found in reference to age when the subjects first went steady. One-third of the happy husbands went steady before age 16 while none of the unhappy ones did. This same tendency was found for single men with 29 per cent of the happy bachelors and 16 per cent of the unhappy ones first going steady before age 16. The happy single men had also gone steady with an average of somewhat more than two girls and the unhappy ones with an average of less than one girl. (However, the happy single men were older than the unhappy ones.) This difference is not observed for the married men. The happy husbands, as a group, engaged in pre-marital heavy petting to a larger extent than did the unhappy ones. Thirty-eight per cent of the happy husbands engaged in this activity before age 16, while this was true of seven per cent of the unhappy husbands. Forty-three per cent of the unhappy single men had not engaged in pre-marital petting while this was true of five per cent of the happy single ones. This observed difference for the single men is probably related to the fact that 71 per cent of the unhappy ones were under age 20 at the time of the study compared to 30 per cent of the happy single men.

There was no difference in terms of the number of times the various groups had been engaged except for the fact that 33 per cent of the unhappy husbands, compared to 16 per cent of the happy ones, had not been engaged at all before their marriage. Both groups of husbands, however, had known their wives for the same length of time before marriage. The two groups of husbands gave the same reasons for getting married when they did.

They also were quite similar in their satisfaction with the time of their marriage. In terms of perceived satisfaction with marriage, over half of the happy husbands said it was better than they expected but only 29 per cent of the unhappy ones said this. One-fifth of the latter group said that their marriage was poorer than they had expected it to be.

Female Groups

The significant differences between the women's broups are summarized below.

** Significantly more of the unhappy single women (66 per cent) planned to go on for graduate work than was true of the happy single women (19 per cent). This was not true of the married groups. (Table W-6). (Note that this same emphasis on graduate work was found for the single unhappy men.)

* The unhappy married women were significantly older (median age = 25.0 years) than were the happy wives (median age = 22.5 years).

There was no significant difference in age between the single groups. Both groups had a median age of about 19 years. (Table W-17).

** The unhappy wives had been married significantly longer (median number of years = 4.5) than was true of the happy ones (median, 1.4 years). (Table W-19). (Recall that this was also true of the husband groups.)

** More of the unhappy wives had married before they entered college (53 per cent) than was true of happy wives (15 per cent). Forty-four per cent of the happy ones, as opposed to 13 per cent of the unhappy ones, married while they were in college. Fourteen per cent of the happy group, contrasted to none of the second, married after college graduation. (Table W-21).

** Significantly more of the unhappy than the happy wives had children. (Also true of the unhappy married men.) All of the first group had at least one child, while less than half of the second group had children. (Table W-23).

* Three-fourths of the unhappy wives, compared to 47 per cent of the happy ones lived in the married student housing provided by the University. (Table W-26). (Probably related to the fact that all the unhappy wives had children.)

* More of the unhappy wives than the happy ones left their children in the care of baby-sitters, relatives, or older people. (Table W-61).

** The unhappy wives spent significantly more time on household tasks (40.1 hours a week) than was true of the happy wives (22.8 hours a week). (Table W-65). (Also probably related to the presence of children.

**Sixty-per cent of the unhappy single students rated their parents' marriage as unhappy compared to 23 per cent of the happy single women.

The wife groups did not differ significantly on this item, although 53 per cent of the unhappy wives compared to 31 per cent of the happy ones rated their parents' marriage as unhappy.

*Fifth-six per cent of the unhappy wives, compared to 25 per cent of the happy ones, rated their childhood years as unhappy.

Forty-three per cent of the unhappy single women, compared to 18 per cent of the happy ones, rated their childhood as unhappy. This difference, however, is not significant. (Table W-91).

*Three-fourths of the unhappy wives and 40 per cent of the happy ones rated their adolescence as unhappy. (Table W-92). (Also true of the male groups.)

**Fifty-seven per cent of the unhappy wives, compared to nine per cent of the happy ones said they now wished they had married later than they did. (Table W-110).

**Fifty-five of the happy wives compared to 19 per cent of the unhappy ones said their marriage was better than they had expected.

Tests of significant difference could not be applied to Item 114 which dealt with perceived sources of marital satisfaction. Multiple checks prevented this statistical analysis.

However, the happily married women gave an average of almost four sources of marital satisfaction, while the unhappily married ones checked somewhat less than two sources. Almost 90 per cent of the happy wives compared to 19 per cent of the unhappy ones gave shared companionship and a sense of being loved and accepted as sources of satisfaction. Fifty-nine per cent of the first group and 19 per cent of the second checked sex fulfillment as satisfying. Three-fourths of the unhappy wives and 38 per cent of the happy ones rated children as a major source of satisfaction. One reason for this difference is that all of the first group and 46 per cent of the second, had children.

The single women had a different pattern than the married ones in reference to happy, unhappy groups. Both groups checked about two and a half sources of satisfaction. About 90 per cent of both checked companionship with friends as satisfying. Two-thirds of the happy and 23 per cent of the unhappy, checked "good living conditions." However, two-thirds of the unhappy, compared to 38 per cent of the happy, checked "sense of being loved and accepted by boyfriend." Also 49 per cent of the happy, checked "classes and studying," compared to 69 per cent of the unhappy.

Perceived problems of the happy, unhappy groups as rated on Item 111, also could not be subjected to statistical analysis because of multiple checks. However, observed differences are interesting.

The unhappy wives checked an average of two serious problems encountered during the week preceding the study and the happy wives checked an average of 1.2 problems. Nearly half of the happy group, and only six per cent of the unhappy one claimed no serious problems. The areas of greatest difference are these: not enough time or energy (56 per cent of the unhappy wives; 28 per cent of the happy ones); conflict with husband (31 and two per cent); problems of child care (38 and two per cent).

The unhappy single women checked an average of two and a half problem areas and the happy single women, one and a half. The areas of greatest difference between the unhappy and happy groups are these: not enough time or energy (69 - 31 per cent); conflict with parents (31 - five per cent); and concern over studies (69 - 46 per cent).

Forty-four per cent of the married and single unhappy women said that they did not need any help from outside sources. This was true of 79 per cent and 62 per cent of the happy wives and single women. Thirty per cent of the unhappy single women and 15 per cent of the unhappy wives said they would like professional counseling. About 15 per cent of all groups of women stated that they would like access to good books on marriage and the family. About the same proportion would like a college course in marriage and the family. One-fifth of the unhappy single women and 15 per cent of the happy ones said that they would like an informal discussion group on personal adjustment. This was seen as helpful by less than ten per cent of the married women.

LIKENESSES AND OBSERVED, BUT NOT SIGNIFICANT DIFFERENCES

Likenesses and observed, but not significant differences, between the happy and unhappy single and married female groups are commented on in the following paragraphs.

Education

Eighty-one per cent of the unhappy wives compared to 65 per cent of the happy ones were not college students. Fifty per cent of the unhappy wives compared to one-fifth of the happy ones had gone no further than the twelfth grade. Eighteen per cent of the happy wives were college graduates but none of the unhappy ones were. Twice as many unhappy wives considered a college degree unimportant for themselves but they valued such a degree for their husbands somewhat more than did the happy wives. Various groups of women had about the same attitude towards college marks and, generally speaking, had gone to college for the same reasons. Of those women who were students, the various groups had about the same evaluation of their educational experience. Thirty-eight per cent of the unhappy wives compared to 12 per cent of the happy ones said that they were not going to college because they could not afford to. None of the unhappy wives left college because of getting married.

The various groups of women students spent about the same amount of time a week on studies. They were also generally alike in the matter of their interest in studying.

Housing

Forty-five per cent of the happy single women, compared to 20 per cent of the unhappy single ones, valued their housing as very adequate. The same was true of 34 per cent of the happy wives and 13 per cent of the unhappy ones.

Employment

The various groups of women were alike in the matter of employment status. They also were alike in terms of their rated adequacy of income and indebtedness. The wives were similar in the matter of their husbands' employment.

Recreation, and Leisure Time

The unhappy single women said in 79 per cent of the cases that they had less sleep than they needed as compared to 48 per cent of the happy single women. Over half of the unhappy wives also said this compared to one-third of the happy ones. The groups were about the same in the matter of health. The same is true of their feelings about their social-recreational activities as well as the amount of time they had available for such activities.

The unhappy and happily married women were generally similar in terms of the way in which they shared domestic tasks with their husbands.

Eighty-eight per cent of the unhappy wives said they had a child at the time of the study but this was not according to plan. (Fifty-three per cent of the husbands said this.) One-third of the happy wives said this. (Tests of significant difference were not possible on this item because of multiple checks.) However, the groups were similar in the sources of information on planned parenthood.

Family Background

The married women were about alike in the matter of religious affiliation and interfaith marriage.

There was no difference between the happy and unhappy single women and the happy and unhappy wives in the matter of their fathers' occupation and education. This was also true of their mothers' occupation. In the matter of their mothers' education, however, 53 per cent of the mothers of unhappy single women went no further than high school in their education. This was true of 31 per cent of the mothers of the happy single women. Seventy-six per cent of the mothers of the unhappy wives went no further than high school, while this was true of 45 per cent of the mothers of the happy wives.

There was very little difference in the parental income of the different female groups.

One-third of the unhappy single women came from homes where one parent was dead, but this was true of only eight per cent of the happy single women. The same finding was not obtained for the married women.

Dating History

There was no difference in the various women's groups in the matter of age at which they started dating or at which they started going steady. The happy single women had gone steady with more boys (an average of nearly two) than was true of the unhappy single women (an average of less than one). This finding did not occur for the married women.

Eighty per cent of the unhappy single women had engaged in premarital heavy petting while this was true of 35 per cent of the happy single women. This difference was not found for the married women. This kind of difference was not found on the item related to premarital sex relations. There was no difference between the two groups in the matter of engagement. Also two-thirds of the unhappy wives had known their husbands for less than a year and a half, compared to one-third of the happy wives.

Summary

Single men students who rated themselves as unhappy most or part of the time during the week preceding this study were compared to single men students who rated themselves as happy most of the time. The same comparison was made for married men who were students or husbands of students, single women students, and married women who were students or wives of students. About one-fourth of each group rated themselves as less than happy "most of the time."

Comparisons of the groups were made on the basis of their responses to the study questionnaire. Significant differences between the single men groups were found for only three of the 115 items.

1. More of the unhappy single men than of the happy ones thought it more important to obtain a graduate degree.
2. More of the unhappy single men considered their social-recreational lives to be inadequate.
3. More of them rated their adolescence as unhappy.

Also, three-fourths of the unhappy single men compared to less than half of the happy ones indicated that they were worried about their studies. Twice as many unhappy as happy single men said that they found studying to be a major source of life-satisfaction.

Significant differences for the married male groups were also found on only three of the 115 items.

1. The unhappy husbands had been married longer (2.7 years) than the happy ones (1.5).
2. More of the unhappy than happy husbands rated their adolescence as unhappy.
3. Over half of the unhappy husbands, compared to one-fifth of the happy ones, had children. (Over half of the unhappy husbands, compared to one-fifth of the happy ones said they had children not according to plan. This is a large, observed difference. Test of significance not possible because of multiple checks.

Significant differences for the happy and unhappy groups of single women were found on two items.

1. More of the unhappy single women planned to go on for graduate work.
2. More of the unhappy single women rated their parents' marriage as unhappy.

Significant differences found between the happy and unhappy wives were as follows:

1. The unhappy wives were significantly older (median age = 25.0 years) than the happy ones (median age = 22.5 years).

2. The unhappy wives had been married significantly longer (4.5 years) than the happy ones (1.4 years).
3. More of the unhappy wives had been married before they went to college and fewer married while they were in college. None were college graduates.
4. All of the unhappy wives had children, while this was true of less than half of the happy ones. More of them also left their children in the care of baby-sitters. (Eighty-eight per cent of the unhappy wives compared to one-third of the happy ones said they had children not according to plan.)
5. More of the unhappy wives lived in married student housing (probably related to the fact that more had children).
6. The unhappy wives spent more time on housework than did the happy ones (perhaps also related to the fact that more had children).
7. More of the unhappy wives rated both their childhood and their adolescence as unhappy.
8. More of the unhappy wives said they now wished they had married later than they did.
9. Fewer of the unhappy wives said their marriage was better than they expected.

Comment

The most persistent theme of factors that differentiate happy from unhappy students is that of *unhappiness during their childhood* or adolescent years. Conflict in the parental marriage or perceived dissatisfactions while growing up significantly differentiate all of the groups which were analyzed. As other studies and clinical observations have heretofore revealed, adults who see themselves as unhappy are apt to come from family backgrounds that also are seen in this light.

Also, as in other research, little relation is found between such environmental factors as income, employment, and housing and personal happiness. (This, of course, applies to people who are above the economic level of acute financial need.)

It is interesting that unhappy single men and women students express more commitment to graduate education than do the happy ones. There are other clues, especially for the men, that the unhappy ones are, generally, more involved in studying. This finding may indicate that these dissatisfied single students tend to turn to studying as an escape from painful interpersonal contacts. Or, perhaps, they are more pushed by parents or by their own anxieties towards a higher level of achievement.

We do not see these higher academic goals expressed by the unhappy married men and women compared to the happy ones. Both the happy and unhappy husbands had graduate work as a goal to the same extent as the unhappy bachelors. Perhaps this is because high educational aspirations are more accepted by older male groups than by younger ones and are, therefore, not so likely to be symptomatic of anxiety.

The fact that the unhappy husbands and wives, as a group, had been married longer than the happy ones is also similar to other studies that note a sense of "disenchantment" setting in after a year or so of marriage. The large number of children--and unplanned children--in the families of unhappy married men and women may be associated primarily with the greater length of marriage of these dissatisfied groups. They may also--obviously--be related to the reality pressures that are associated with children, especially when one or both parents are in school. The fact that more unhappy, than happy, husbands and wives had unplanned children does not necessarily indicate that the off-schedule youngster caused parental unhappiness. Unhappy parents may be less consistent and careful in seeking and using effective contraceptives.

The lower educational level of the unhappy wives perhaps indicates that they have less in common with their student husbands than do more educated wives. However, since many of the unhappy wives rate their own childhood and adolescent years as having been unhappy, they may have plunged into marriage as an escape from home. Note that many of them now wish that they married later than they did.

Finally, it is important to note that as many married students are "happy" as the single ones; in fact, many more husbands than bachelors express contentment with their lot. Here, again, we have evidence that, in the perception of the subjects, combining marriage and undergraduate education does not lead to greater personal distress than attending college as a single person.

GRADE POINT AVERAGES OF SINGLE AND MARRIED MEN AND WOMEN STUDENTS

CHAPTER XV

The cumulative grade point averages of the various groups of students were obtained from the official University records. However, the data are not particularly reliable. Records were missing in the case of some students; this was especially true for the married ones because they had frequently transferred from other colleges and universities and their records, therefore, were confused--and confusing. It is not to be implied that these records were not available anywhere in the University nor that they would not eventually be available in an orderly manner. However, records of transfer students are evaluated by various academic committees and advisors, with the result that some of them were "in committee" at the time of this study. Also, all grades of "C" or better which are transferred from another college or university are officially recorded as a "C" by Syracuse University. Thus, transfer students may have artifiially lowered grade point averages.

Despite the fact that our data on grade point averages are somewhat fragmentary and (perhaps) biased, we present them as possibly indicating a trend.

The obtained data regarding grade point averages were not statistically analyzed because this seemed to be using a spuriously rigorous approach for somewhat questionable figures.

When one inspects the grade averages for the various groups, however, it seems as if most of the sets of students obtained about the same kinds of marks on the average. (A = 3 points; B = 2 points; C = 1 point) The standard deviations are fairly large, indicating considerable within-group heterogeneity.

It is interesting that the student wives appear to have the highest grade point averages. This may be actually true in that, according to questionnaire responses, these women, as a group, expressed significantly more interest in academic work than did any other group. Also, significantly more of them said they always strove for honor grades. Moreover, of the student wives interviewed, most were honor students and most held scholarships.

TABLE IX

CUMULATIVE GRADE POINT AVERAGES OF MALE AND FEMALE MARRIED AND SINGLE UNDERGRADUATE STUDENTS AT SYRACUSE UNIVERSITY

Grades	Single Men (n=36)	Married Men (n=67)	Husbands Over 24 Years (n=33)	Husbands Under 24 Years (n=22)	Male Parents (n=41)	Male Non-Parents (n=26)	Single Women (n=55)	Student Wives (n=27)	Female Parents (n=6)	Female Non-Parents (n=21)
Cumulative Grade Point Average	1.48	1.42	1.43	1.38	1.37	1.48	1.56	1.96	1.96	1.96
S.D.	.53	.38	.39	.43	.38	.44	.50	.40	.44	.37

SUMMARY AND CONCLUSIONS

CHAPTER XVI

I. PURPOSE AND METHOD OF STUDY

Purpose

The purpose of this study was to explore certain aspects of the personality needs, goals, attitudes, family background, and life situation of married undergraduate students and to learn whether they differed from single undergraduate students in reference to these variables. Aside from a recent study by Foreman[25] previous research on this topic has been fragmentary and has focused primarily on whether married students do as well academically as do single students. These studies generally have revealed that they do achieve as well or better in scholastic matters.

However, as everyone knows, a student's life is far more than a series of grades or achievement test scores. While the number of married undergraduates at our colleges and universities (apparently) increase--exact figures on this point are not available,--many of their elders proclaim doom and disaster, as elders are wont to do when surveying the youthful scene.[26] Various gloomy claims are made. College women, it is said, are irresponsibly moving out of the Ivory Tower and into a few shabby rooms in the name of romance and the opportunity to "put hubby thru." Especially as unplanned babies come along, they sell their birthright of brainy achievement for routine child care. Student husbands in the meantime, are pictured as cutting scholarly careers short in order to prepare themselves as quickly as possible to make a quick buck for their growing families. Dull before their time, chained to the sad results of an earlier youthful impulsiveness, these married undergraduates are soon buying, on the installment plan, a low-level career chiefly remarkable for being upholstered in security and meagerly trimmed with fringe benefits, or so it is claimed. It is further claimed that married students neglect their babies, become embroiled in marital battles, sponge on their parents, have little time for study, and generally introduce a discordant theme in "Gaudeamus Igitur."

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[25] Foreman, Clyde M., op. cit, p. 1.

[26] As of 1960-61, 11 per cent of college undergraduates were married according to Bureau of the Census Current Population Reports; July 11,1962; Series P-20, No.117, Washington 25, D.C.

There are optimists among the elders, as well as among the young, however. These optimists observe that many of the top honor students are married ones, that some of the most mature individuals express this maturity by early marriage and continued study, that marriage has a "settling" effect on undergraduates, and that marriage takes up less excess time and energy than dating does.

Because there are many married undergraduates in our schools today, because very little is known about what they are like and how they get along, because there are heated pro and con opinions about undergraduate student marriages: for these reasons this study was undertaken. It is hoped that the results may provide both the young and the not-so-young with more information than they have had before. Since this study was done only at Syracuse University, perhaps the pro- and anti-marriers can only conduct themselves in a presumably enlightened way at that institution. On the other hand, many other large, coeducational, city-based universities (especially in the northeastern United States) are apt to be quite similar in many respects to Syracuse University. Generalizations from one sample to another are, of course, risky.

Basic Hypothesis

The central null hypothesis of this study was: there is no significant difference between married and single undergraduate students at Syracuse University in reference to these variables:

Measured Personality Characteristics
Educational and Vocational Goals and Attitudes
Certain Factors in their Current Life Situation
Family Background
Dating and Courtship History
Self-Perceived Problems and Satisfactions
Grade-Point Averages

In testing the above hypotheses, these groups and sub-groups were compared to each other.

Single Men : Married Men
Single Women : Student Wives
Married Students who were Parents : Married Students who had No Children
Men who Married Before Age 22 : Men who Married After that Age
Women who Married Before Age 20 : Women who Married After that Age
Student Wives : Non-Student Wives
Husbands Under Age 24 : Husbands Over Age 24
Student Husbands : Student Wives
Single Men : Single Women
Students Rating Themselves Happy : Students Rating Themselves as Unhappy

Population

The study population consisted of 74 undergraduate student husbands and their wives, 35 undergraduate student wives and their husbands, 55 single women students and 47 single men students. These students comprised a random sample stratified by college class and sex in order to represent the total University undergraduate student population. Twice as many student husbands as student wives were included in the sample because they were distributed in this fashion in the total University population. Since personality tests and questionnaires were delivered to and picked up from the subjects, close to a 100 per cent return was effected.

Personality Test

Stern's Activities Index, a forced choice paper and pencil test was the instrument used to test personality needs. (See Chapter I, and appendix.)

A questionnaire, devised for this study, consisted of 115 multiple choice items. (A copy of this questionnaire will be found in the Appendix.) This questionnaire was pre-tested on 50 men and women single and married students and its overall reliability was found to be .82. Anonymity of the students was provided for by the use of code numbers. It is recognized that this questionnaire, like all instruments of this type, secures only the information that the subject is able and willing to reveal about himself. It probably provides a good deal of data that is more along the lines that the subject would like to see himself and his life situation than along the lines that he actually behaves in his real world. Since married students are being compared to single students, this tendency to distort reality does not presumably provide such biased results as if we were studying only one group.

Grade point averages were obtained from official college records.

Statistical Methods

Questionnaires were coded for data processing. The results were analyzed by Chi Square in order to test for significant differences between groups.

The Activities Index scores were analyzed by means of the t-test of significant differences.

II. INTERVIEWS

A random sample of the married and single male-female study population was interviewed (most of the marrieds in their own homes). Interviewers were: one of the principal investigators of this project (a counseling psychologist) and two professionally trained, experienced family case-workers. Interviews were conducted in a free fashion but all covered the same basic topics. (All interviewers used the same interview outline.) The major purpose of these interviews was to provide a more complete picture of, and deeper insights into, individuals.

Results of the Study

The results are given here in a highly condensed form. Evidence to support the statements made here and the processes of reasoning that lie behind the statements to follow will be found in the earlier chapters of this report and in the tables which appear in the Appendix.

III. PERSONALITY CHARACTERISTICS:

Male Groups

The husbands had significantly higher measured personality needs for intellectual achievement and scholarly involvement, whereas the bachelors scored higher on needs for emotional response and sociability (affiliation, play, succorance, sex, emotionalism, narcissism, and exhibitionism). The husbands under age 24 were compared to the single students, since it was thought that the higher needs of the bachelors for sociability, etc., might be related to their comparative youth. These younger husbands had a higher need for achievement, deference, energy, and reflectiveness (introspection) than did the bachelors. The latter had a higher need than the younger husbands for play but not for affiliation, emotionality, narcissism, sex, and succorance. Thus, it appears that these needs are more associated with relative youth than with being a single male undergraduate. The young husbands had higher needs than the single men (approaching a significant difference) for aggression, humanism (interest in the humanities), and scientism.

There is evidence, therefore, that the younger husbands had a considerably stronger drive for achievement and intellectualism than did the bachelors or the older husbands. They also seemed more controlled and "serious" than the single men. The latter had a significantly higher cluster (or group) of needs in the emotional-demonstrative area.

The older husbands had a considerably (but not significantly) higher cluster of needs in the matter of inhibited-withdrawing tendencies. The variance for this cluster was quite large, which may have prevented a finding of significant difference. Considerable variation in personality "type" was noted by the interviewers, especially in the older husbands. This issue will be discussed at greater length in reference to the interviews and questionnaire findings.

Comment

Although the data from the personality tests shows some significant differences between married and single men and older and younger husbands, one cannot say that being married "makes the difference" or that certain personality characteristics lead to being a married undergraduate. Since it is known that personality needs, such as the ones measured here, are likely to change with age, obtained differences may be largely attributable to the age differences between the single and married men. (The young husbands and single men, for instance, were more alike in the emotional-impulsive area than were the single men and the total husband group.)

The less intellectual, "play" orientation of the bachelors may be related to the fact that many are still in late adolescence and that most are under-classmen, while most of the husbands were upper-classmen. Those with the highest needs for "living it up" may drop out before they reach their junior or senior year. Or they may mature. Many educators, including ourselves, have observed the impressive difference in maturity of outlook--a sense of identity, if you will--between college freshmen and seniors.

Although we cannot pin-point the reasons for all these findings, we can say that at Syracuse University married men as a group have stronger needs (as measured by the Activities Index) for intellectual involvement and achievement than do single ones, as a group, and that the latter have a higher need for other-directed socializing.

Female Groups

The single women compared to all the married ones had significantly higher personality needs, as measured by the Activities Index, for emotionality, exhibitionism, narcissism, sex, succorance, reflectiveness (introspection), and sentience (seeking sensory gratification). In general, these are the kinds of needs that distinguished the single from the married men. In an attempt to determine whether these higher needs were associated largely with the relative youthfulness of the single women, the wives under age 24 were compared to them. When this was done, it was found that the single women had higher needs for sentience, sex, succorance, and narcissism, but not for emotionality, exhibitionism, and reflectiveness. It appears, therefore that the Misses had a more sensuous, dependent approach to living than did the matrons. However, this too, could be an age-differential, since the median age of the single women was 19+ years and the median age of the wife group was 21+ years. In effect, one might suppose that the single girls were "ripe for the plucking" while the married ones, having been plucked and provided with heterosexual gratification, were now more ready to settle for more sedate pursuits. The married women, as a group, had higher measured needs for harmavoidance (a desire to escape physical or psychological hurt). The meaning of this finding is not clear. It does not appear to be associated with the greater age of the wives.

The 35 student undergraduate wives were compared to the 55 single women students. The student wives had significantly higher needs for achievement, scientism, adaptability, and harmavoidance. The single female students had significantly higher needs for fantasied achievement, narcissism, sex, and succorance. The cluster of needs for theoretical-intellectual involvement and achievement approached being significantly higher for the married women students. These findings suggest that the married women students have somewhat stronger academic drives than do the single ones and that, perhaps, they are less self-centered and immature (on the average, they were two years older than the unmarried girls and more were on the junior or senior level).

The comparatively strong scholastic drive of the student wives shows up more clearly when they are compared to the 41 wives who were not students and not college graduates. The student wives had stronger needs for dominance, emotionality, humanism, scientism, and understanding than did the non-college wives.

Comparison of Male-Female Groups

Both groups of women differed from both groups of men in that the females had significantly higher measured needs for sex, emotionality, harmavoidance, and narcissism than did the males. On the other hand, the males significantly surpassed the females in their measured needs for dominance, fantasied achievement, pragmatism, and aggression. These obtained differences between the sexes are in line with expectations derived from earlier research by such students of the subject as Terman and Strong.

Single women compared to single men had, in some respects, a different "group personality pattern" than did the married women compared to the married men, in that the unmarried girls added a few distinguishing female needs aside from those presented in the preceding paragraph. These needs were: impulsivity and humanism (an interest in the Humanities). The single men also added a few "extra" distinguishing male needs: objectivity and scientism.

Some of the reasons for the well-known battle--and peace-making--between the sexes are underscored by the above data. This observation is further enforced by the finding that the married men and women differed from each other in needs other than those already stated in these ways: the husbands had higher needs for achievement and energy, while the women had higher needs for nurturance and order. This puts one in mind of Phyllis McGinley's wifely poem, which says, in part, "For man proposes the fuller life, while the debris' cared for by his wife."

The student wives, presumably proposing a comparatively fuller life than the other wives, did not differ from the student husbands in their needs for achievement and energy. Unlike the other female groups they did not have higher needs for narcissism. However, similar to all wives compared to all husbands, they did have higher needs for sex, emotionality, harmavoidance, and lower needs for dominance, fantasied achievement, pragmatism and aggression. Like the other wives they had higher needs for nurturance and order than did the husbands and lower ones for ego-achievement. Thus, it could not be said that the student wives were less "feminine" than the other wives, but it could be said that they had a stronger need for intellectual achievement.

In general, one might conclude that the married men and women students were more mature and scholarly in their needs than were the single men and women students. This does not tell us whether such findings are a product of age and/or marriage or whether persons of this kind are more apt to combine marriage and undergraduate study.

Interviews

Further light was shed on this issue through the interviews.

Fifteen married men undergraduate students were interviewed in their homes. Their wives were present in all instances. Their marriages were judged to vary from (in two cases) being on the verge of collapse to being exceptionally strong pair relationships. Nearly all of the couples were highly verbal about their family histories and their current situation. All but four of these husbands were well satisfied with their educational experience and felt that combining marriage and study was a satisfying, if somewhat arduous, enterprise. Of those four who expressed doubt about their educational venture, two had experienced many academic problems in past years, one seemed to need to escape adult responsibility by switching frequently from one academic program to another, and the fourth was a "playboy" type who might be diagnosed as suffering from a character disorder.

The two marriages which appeared to be "falling apart" involved husbands and wives who had a long history of family disturbance and emotional deprivation going back to early childhood. They also had experienced severe conflict with their parents during adolescence. There was no evidence that college plus marriage was the cause of their difficulties. Rather, original difficulties in personal development lead to later self-conflict and a later return to college as, perhaps, a defensive attempt to cope with anxieties. (Both of these couples were in their late 20's or early 30's.)

The majority of couples, on the other hand, appeared to be generally competent, mature, realistic young people. Most of them had a clear sense of purpose and were handling their study plus family responsibilities in an energetic, pair-cooperative fashion. Some of the young husbands seemed to have inexhaustible reserves of energy: working full-time, or nearly full-time, carrying a heavy academic load, and helping their wives with housework and child care. Most of these couples had children and, in all cases, the parents expressed enormous pride in their young. Little, if any, anxiety was revealed about their children's behavior or "adjustment."

Wives of these husbands were enthusiastically supporting the educational goals of their mates and saw the husband's education as a joint-enterprise for them both. Some of these couples had experienced severe economic and health problems (especially in reference to their wives and infants), but they seemed to cheerily cope with whatever came along with a breezy belief that the "best was yet to be." Families of this kind, for the most part, shared child care and other responsibilities with neighbors--especially when they lived in the University Housing Project for married students. (There seemed to be a car pool for just about everything. Also talents, troubles, children, and recreation seemed to get pooled frequently.)

Then, of course, there were the betweeners--those student husbands and their families for whom affairs were generally going quite well but with some indication of strain, anxiety, and self-doubt.

Perhaps it is an accident of sampling in the interviews, but the three families who appeared to be meeting their study plus marriage regime with the greatest ease and general readiness to cheerfully accept difficulties had all come from upstate New York semi-rural areas and from large, closely knit lower-middle class families. They had all carried responsibilities when they were very young, had started to work at an early age, had married their high school sweethearts, and were receiving some scholarship help from the University. They expressed a rather simple, non-introspective faith in their education and in the world in general, for that matter. (All of these husbands were under age 25.)

Nearly all of the ten single men who were interviewed in contrast to the married ones, struck the interviewers as being late adolescents. Only three of them were seriously involved in a "steady" relationship with a girl. Most were still either closely attached to their parents and/or more interested in their male friendship groups than in interpersonal relationships with girls.

Most of these young men were relatively non-verbal, seemed to lack self-awareness, and appeared to be more involved (on the surface, at least) in "doing" rather than thinking or feeling.

One of the ten single men, describing a highly conflicted family background, impressed us as being close to a psychotic episode. His conversation was rambling, hostile, secretive, and he was self-reportedly involved in a homosexual relationship. He was scarcely attending classes and "bumming around with the boys." Another of these ten bachelors was also hostile, unhappy, resentful of his father, and generally opposed to his life at the University.

A third of these single men came from an isolated rural area, was the only person in his family to get past the eigth grade, had won a scholarship to the University, enjoyed his academic work, but was a social isolate.

Three of the ten still had a youthful, dependent, "hero-worshipping" attitude towards their fathers.

In general, the interviewers believed that the chief reason that these single men were bachelors rather than husbands was that they simply had not matured sufficiently to be ready for a marriage relationship. (Of course, the seriously disturbed youth had severe problems other than a lack of developmental maturity.)

Nine married women students were interviewed. Five of these nine women were in their middle or late 20's. One, however, was 43. Half of them were majoring in drama or art. Half of them might be described as rather conventional, conforming people and the other half appeared to be rather rebellious and individualistic. Half of them seemed to be deeply involved in their education because of their own intellectual drives. One was attempting to finish college mainly because of parental pressure. Several saw education largely as a means to achieve a higher socio-economic status. One was in college mostly because her husband, who had a graduate degree, felt that she should be. Another seemed to be interested in securing a college education partly because of her own intellectual drive and partly because of parental expectations. Over half of the women interviewed were outstanding honor students. Three of them were also mothers. Two had married because of being pregnant.

One-third of the student wives who were interviewed seemed to be very unhappy in their marriages. All of these women came from highly disturbed family backgrounds.

A third of the marriages appeared to be exceptionally happy with a close, easy pair relationship between husband and wife.

As individuals, these student wives were judged by the interviewers to be of a wide range of personality types. Some were judged to be rigid, withdrawn, basically dependent and anxious. At the other extreme, there were those who appeared to be exceptionally self-confident and at ease with themselves and with others. When individuals are studied, no one pattern emerges as to why they are married and undergraduate students at the same time. Although the majority were judged to have a strong need for intelectual achievement, the underlying origins of this need seemed to be highly various.

In comparing the women students to the wives who were not students, it was found that the eight non-student wives appeared to be more passive and passively contented with a very routine kind of life. Five of these eight had training as secretaries and only one of these five appeared to have vocational aspirations beyond this level. Two had nurse's training and they, too, seemed pleased with their status. Most of these women were not working but were secure in the knowledge they could work if they needed to. Nearly all of them had children and this was the main reason for their not being employed. Only one of these eight wives expressed restlessness over wanting more education. This particular wife had no vocational training other than high school education.

Two wives were interviewed who were college graduates. In both cases they appeared to be pushing their husbands to achieve the same educational level as themselves. One of them was employed as a teacher and left her child in the care of a neighbor. The second one expressed restlessness about wanting more education and being bored with staying at home with her two children.

In comparing the student wives to the non-student wives and those who had no college education, the interviews add depth and color to the findings of the personality test analyses. They do, moreover, point up the obtained differences between these two groups in reference to needs for intellectual achievement.

Twelve single girls were interviewed. Five of these twelve were engaged. In contrast to the single men, the girls talked much more freely about themselves and their family background. In the judgment of the interviewers, the majority of these girls were not yet married largely because they were not yet psychologically ready for this. One of these twelve women was clearly identified with her father who had a high professional position. Her drive for perfectionism and achievement plus her rather rigid personality lead one to doubt whether she ever would develop psychological readiness for marriage. Most of the others still showed a great deal of dependence on their parents and in some cases showed very little restlessness over their dependent position. A few were in a state of extreme rebellion against their parents, while others were evolving slowly toward a more independent adult position.

Most of these girls seemed to be highly concerned about themselves, their appearance, and their emotional lives. It is interesting that a large number of the girls who were interviewed talked about a conflict about settling for the conventional order that their parents preferred and the more creative, free-life style that they treasured. An emphasis on freedom to be creative was a major theme with most of these young women. This could be an accident of sampling or might it be that this drive for individual creativity is something that many women must, in effect, give up when they decide to marry? Perhaps they don't really give it up but turn it into the more natural biological channels of homemaking and parenthood. Evidence that procreation doesn't resolve the creative needs of some married women is found in the data from the questionnaires. A high proportion of student wives (higher than for any other group) said they particularly want a chance for creative, independent work in their future careers.

IV. DATA FROM QUESTIONNAIRES: COMPARISON OF MARRIED TO SINGLE MEN AND OF MARRIED WOMEN STUDENTS TO SINGLE WOMEN

General Characteristics of Study Population

The 76 married men students were older, as a group, than the single ones (25.5 years : 20.1 years). Two-thirds of the husbands and one of the single men were veterans. The median age at which the husbands had married was 21--slightly lower than the national median. Nearly all of the veterans were over age 24 and had married at a median age of 22.8 years. The younger husbands, non-veterans, had married at a median age of 20+. Very few of them had married before the age of 20. About half of the husbands were also fathers, with most of the children being very young. Over half of the wives of these undergraduate husbands were neither college students nor undergraduates. One-third of these wives had gone no further than high school. The 35 married women students were two years older, on the average, than the single women (age 21.4 years : 19.1 years). They had married at a median age of 20 and one-third of them were mothers.

Nearly all of the men and women in this study were native white of native parents. The majority of both groups had grown up in fairly small cities, villages, or rural areas. However, about one-fifth of them came from large metropolitan areas--chiefly New York City.

Most of the husbands and their wives were Protestant. None of the husbands were Jewish--although a few of the student wives were of this faith. A minority of the married students were Catholic. The single students, however, belonged to the three major religious faiths in about equal proportions. About one-sixth of the husbands and wives were not affiliated with any religious group, this was far less true for the unmarried men and women.

There was no significant differences between the married and single students in reference to the occupation and education of their parents. About two-thirds of the parents of both the married and single students were either professional men or business managers. One-fourth of the parents were laborers and a small proportion were clerical workers. The annual median income of the parents was about $12,000 a year. There was no significant difference between the various sets of parents in reference to annual income except in the case of the parents of husbands who were over age 24 at the time of the study. The annual median income of these parents was something over $8,000 a year.

The education of the mothers and fathers of the various student groups were generally similar. About one-third of the fathers of these student groups had graduated from college. A somewhat smaller proportion of the mothers had achieved this much education. About half of the fathers and somewhat more of the mothers had a high school education or less.

With the exception of lower annual income in the case of the parents of older married men, it appears that the single and married students were alike in terms of educational, vocational, and economic backgrounds. Although the majority were middle-class, a sizeable portion might be termed lower-class and a few, upper-class. It is likely, therefore, that obtained similarities and differences in this study do not derive from social class differences between the various groups of students. Some obtained differences, however, might relate to the fact that the two groups were not similar in the matter of religious affiliation.

Education - Men

The married and single men students were equally registered in these colleges (in rank order): Liberal Arts, Business Administration, Engineering, and Forestry. Nearly all of these students planned definitely to graduate from college. More of the married than the single men were upper-classmen. Somewhat more of the single men (two-thirds) compared to one-half of the husbands hoped to go on for graduate work in the near future. However, more of the married men considered graduate work to be extremely important.

The bachelors were more oriented towards vocational preparation leading to a high salary or prestige than were the husbands. The latter were more inclined to think of college training as general education and over half of them looked forward to a career that would give them a chance for creative, independent work. Thus we see that, in terms of expressed goals, married men students are less pragmatic and vocationally oriented than are bachelors.

The single and married men were generally alike in their attitudes towards a college degree for wives. Only half of each group considered it important and most of them viewed such education as being especially valuable as a basis for being a better wife and mother. Less than a fifth of both groups of men considered graduate education for wives to be important and very few favored the concept of a wife's employment as a professional person. In comparing the attitudes of the men regarding education for wives to those of women, we find that nearly all of the single women and almost two-thirds of the married ones considered a college education to be important for themselves. About three-fourths of the married ones hoped to work at some time in the future. (See, also, section on women.)

Over half of the men said that they did not want their wives to work in the future, or at least while the children were small, but one-fourth of both groups felt that their wives should make their own decisions about employment. In contrast to these male attitudes, nearly all of the single and married women in the study said that they hoped to work at some time in their future lives and one-fifth thought they could work even when their children were young (two per cent of the men agreed with this).

It is clear that these contrasting attitudes of many of the men and women are likely to call for considerable adaptation within a marriage relationship. However, the greatest contrast is found between the single men and women and they won't necessarily marry each other or other similar students in the larger university population. Also, the single women may modify their educational-vocational aspirations when "Mr. Right" comes along. Then, too, expressed attitudes of these men and women may reflect more a surface conformity to their respective reference groups than their basic values and needs that would be more apt to affect behavioral outcomes. (See, also, section on women.)

It is interesting to learn that married men undergraduates are neither more nor less avid for educated wives than are single ones. There is no evidence here that these male students married women "beneath themselves" educationally and later regretted it. (Fourteen per cent of the wives had graduated from college and another one-third were students.)

The majority of men in both the married and single groups favorably rated their educational experience at the University. The majority of both groups said that they generally found their studies to be interesting. They were alike in that both the bachelors and the husbands, for the most part, said that their study conditions and their time available for study was adequate.

Education - Wives

When the 35 married women students were compared to the 55 single women students in reference to education it was found that the majority of single women were freshmen or sophomores, while the majority of married ones were upper-classmen. Over half of the single women were in the College of Liberal Arts while only 20 per cent of the married women were in that College. One-third of the wives were in the College of Fine Arts and only 11 per cent of the single women were in that College. Nearly all of both groups of women were seeking a Bachelor's degree. Somewhat more (two-thirds) of the married women planned to go on for graduate work in the future. Only one-half of the single women had plans of this kind. Nearly all of both groups said it was important that they obtain a college degree and also that their husbands have a college degree.

The married women students according to their responses, were more oriented towards academic achievement than were the single women. Significantly more of the wives said that they always tried to obtain the highest possible marks (68 per cent : 41 per cent). Significantly more of the student wives than the single women said that they found their studies to be unusually exciting and rewarding (65 per cent compared to 34 per cent). The single women, however, stated that they spent an average of 22½ hours a week in studying which was significantly more than the 13+ hours a week claimed by the wives.

Most of the wives and the single women rated their study conditions and the time available for study as adequate. About two-thirds of the wives, compared to 40 per cent of the single women, particularly looked forward to careers that involved creative and independent work. This difference between married and single students in the matter of career expectations is somewhat alike for men and women. It will be recalled that over half of the husbands, compared to one-third of the bachelors, particularly valued creative independent work in their future careers.

The above evidence would seem to refute the claim that married students are less intellectually involved, have less time for study, and worse study conditions than single students. On the contrary, it would seem that the married men and women are more oriented towards scholary endeavor and general education than are the single ones. This is particularly true in the case of the women. These findings do not imply that marriage makes a women a more ardent student. It is more likely that the women who were particularly interested in their studies were determined to finish college in spite of being married. Interviews with a sample of these married women students indicated that, for the most part, this was the case.

The study revealed that one of the husbands and only seven of all the 102 women in the study population dropped out of college because of marriage. The married men had various reasons for being husbands and undergraduates at the same time. Some of them had gone into the armed forces directly out of high school and later married, and at a still later date started college. The reasons that they gave for doing this, as revealed in interviews, centered around an earlier lack of interest or financial resources for a college education. In a few cases older men appeared to be married undergraduates largely because they had not found a satisfying life pattern for themselves and were hoping that a college education would lead them to "a better way of life." Men like these appeared, generally, to have deep seated problems which they were attempting to cope with through education. Some of the other men had started college, dropped out because of lack of interest, or because of poor marks. Many had then gone into military service and later returned to school. Some of the men who were interviewed seemed to have found a career interest through their experience in the Army, Navy, or Air Force.

The married women, who had not even started college, often came from a lower-class background and did not have high educational aspirations for themselves. Some had taken special training as nurses or secretaries and were satisfied with these employment outlets. Some had started college and had dropped out due to poor grades or lack of interest. Some of the student wives had married while they were in college and had continued with their education. Others married before college and somewhat later, often through dissatisfaction with other aspects of their lives, returned to school.

Most of the single students were not married mostly because they have not found someone they wished to marry. There is very little evidence that the single students were deferring their weddings because they put education ahead of "romance."

The above findings indicate that, at least at Syracuse University, very few men or women students drop out of college because of getting married. A number of women did marry and then drop out but their leaving college was basically for other reasons, such as, disinterest.

Of course a serious objection to the above statement lies in the fact that we did not interview or study those married couples who were not in college, but at one time had been at Syracuse University. Several of the husbands who were interviewed did leave school shortly after they were seen.

A follow-up revealed that both of these men had had trouble throughout their academic careers and that the fact of their being married was not the basic cause for their leaving school.

PRESENT LIFE SITUATION

Engagement and Marriage

The median length of marriage for the husbands was 2.5 years. One-third of them married before they entered college and a little over one-third married during their sophomore or junior year. The other third, of course, married in their senior year. All of the husbands but one were living with their wives. (In that case, the wife was at another college.) The preponderance of the husbands had been engaged to their wives before marriage and for most of them, this was their only engagement. The median length of engagement was six months with only a few engagements lasting longer than one year. However, nearly all of the husbands had known their wives for over a year before marriage and nearly half had known them for three or more years. There is little reason to think therefore, that these student marriages were hastily and impulsively entered into.

Only two per cent of the single men stated that they were engaged and would like to marry while they were in college.

Less than half of the parents, whose sons married in college, had objected to this marriage. The majority of single men reported that they thought their parents would not object to a college marriage.

Reasons given by the husbands for marrying while they were in college mostly centered around the belief that they could finance it themselves or with the help of parents. None chose these responses "We thought marriage was more important than our education" and "The future seemed so uncertain that there was no point in waiting." Only 12 per cent said they married because of the pregnancy of their wives.

In all but a few cases the students seemed to be very glad that they married when they did. The great majority rated their marriage as mostly happy and only a few as generally unhappy. Sources of marital satisfaction centered mainly on interpersonal factors, such as love and companionship and much less importantly on environmental and educational ones.

The single men gave companionship with friends as an important source of satisfaction but otherwise were more focused on such matters as good living conditions.

Both the bachelors and the husbands identified disturbing problems as being centered on environmental rather than interpersonal factors. Two-thirds of the single, and one-third of the married, men reported worries over studies as a problem.

Although most of the single and married men said they had some kind of problem, most of them thought they did not need any particular help. Very few of the husbands and one-third of the bachelors thought they would like help with marriage and family problems through courses, books, and discussion groups. Virtually, none of the men wanted aid through personal counseling.

Engagement and Marriage - Women

Findings in reference to engagement and marriage for the women groups were somewhat different than for the men. Length of engagement and time which they had known their husbands before marriage was naturally the same, since we are talking about couples. Parental attitudes toward the daughters' marriage was also about the same as in the case of the men. However, the reasons the women gave for marrying when they did were: "irrestible attraction to future husband" or belief that they could finance the marriage themselves. The majority of wives stressed a high degree of satisfaction with their marriage and rated their satisfactions in the area of love and companionship. Like the men they saw their problems as being related to the environment. A minority but somewhat more of the women thought they would like help from personal counseling or discussion groups. This was truer of the single than of the married women.

Only 15 per cent of both sets of wives said they wished they had married later than they did and the great majority of both groups rated their marriages as mostly happy. They were similar, too, in what they saw as special problems and special satisfactions in their lives.

The above discussion of women relates to all the women in the study. When comparisons were made between married women and single women only the student wives were considered, because the question was, how does the married woman student differ from a single woman student? When these two groups are compared in reference to engagement and dating practices, we find that significantly more of the student wives engaged in pre-marital heavy petting than was true of the single women. Seventeen per cent of the student wives said they did not engage in heavy petting and 53 per cent of the single women said they did not. Since the majority of the married women who engaged in pre-marital heavy petting did this before the age of 18 and since most of the single women in this study were at least that old, it appears as if the married women did actually start intimate sexual practices earlier than the single ones did. This observation is strengthened by the fact that significantly more of the married women students had engaged in pre-marital intercourse than was true of the single women students. Forty per cent of the married women said they had this experience at a median age of 17.8 years. Only ten per cent of the single women said they had pre-marital intercourse and gave a median age of slightly over 18. Over one-third of the student wives had pre-marital sex relations before age 20. Over two-thirds of the student wives married before age 20. This finding would seem to be similar to Kinsey's which revealed that women typically marry within a year or so of pre-marital petting and/or intercourse and that 50 per cent of women have pre-marital sex relations in the year or so before they marry. For more details on this subject, see the section on women in Chapter VIII.

It is interesting that these kinds of differences in pre-marital sex experiences were not found for the single and married men. Although more of the married men had pre-marital relations than the single men, the large age differential between these two groups would seem to explain this finding. See Chapter IV.

Employment and Finances

Significantly more of the married men (68 per cent) held jobs than did the single men (25 per cent) during the academic year. One-fourth of the married and only one of the bachelors worked more than 20 hours a week. More of the husbands worked at skilled occupations and they earned more per hour ($1.72 : 1.21). They also worked more hours per week for a longer period during the summer than did the singles. Three-fourths of the husbands and less than one-half of the bachelors worked full-time all summer.

Two-thirds of the wives were employed, though most of their husbands said they wished this weren't necessary.

The median monthly income of the married couples was $223. during the 1960 fall semester. One-fourth of the couples had about $125 a month during this period, and 15 per cent had $500 a month.

Only one-fourth of the married couples got regular cash assistance from their parents, while nearly all of the single men did. Half of the husbands got no help from their parents. Only 20 per cent of the married men received more than $500 a semester from their parents.

It is impossible to learn from the single men how much money their families contributed. Papa paid the bills and that was that!

The two major sources of income for the married men were employment of the husband and employment of the wife. Nearly half of the group received veterans' benefits. The wife's employment was the chief source of income in 44 per cent of the cases. The husband's employment was the chief source in 18 per cent, and veterans' benefits, in 12 per cent. Over two-thirds of the bachelors got help mostly from parents and 11 per cent from their own employment.

More of the single than married men saw their income as adequate or more than adequate (58 per cent married : 86 per cent single). However, only ten and eight per cent of the two groups felt their income was inadequate.

Paying for recreation, medical care and tuition presented financial problems to the husbands in about one-fourth of the cases. Food, housing and clothing were not frequently seen as presenting economic difficulties.

About half of the husbands were buying things on time, but only one single man was doing this. The major installment buying was for furniture (69 per cent of the couples) and automobiles (58 per cent). None of the single and half of the married males owed money. The median amount owed was $786.

Employment and Finances: Student Wives : Single Women

The student wives obtained their income chiefly from their husband's employment in over half of the cases. Half of these husbands had already graduated from college. One-fifth of the student wives derived their main income from their own employment. This was true of only one-tenth of the single women. The great majority of the unmarried women were supported mostly by their parents. Less than half of the student wives had financial help from their parents and very few had total financial support.

About one-fourth of the married and single women students were employed during the academic year and this was part-time clerical employment in most cases. About half of each group worked during the summer.

Four-fifths of the female groups viewed their income as adequate or more than adequate, although 80 per cent of the student wives had debts (often mortgages on homes they were buying) while almost none of the single women had debts.

It is interesting that the chief sources of financial support for student wives and student husbands are very much alike. About half of both groups were mainly supported by the employment of their spouses and about one-fifth by their own employment. Although there are more undergraduate student husbands than student wives at Syracuse University, those married students--male or female--get significant financial help from their mates. There has been a great deal of comment about the humble little wife who gives up her own ambitions to educate her husband, but there has been very little recognition that (apparently) a goodly number of husbands work to educate their wives. Although the husbands who do this are mainly college graduates and thus, presumably, are not sacrificing their own education, the preponderance of evidence in this study indicates that less-than-college graduate wives who work to finance college degrees for their husbands prefer to let their mates slave for credit hours while they slave for dollars.

It also is clear that most of the men and women married students are financing their own education as a husband-wife team while most of the single ones are dependent on their parents. Another interesting finding is that almost none of the married and single students of both sexes viewed their income as inadequate. Contrary to many popular statements, it appears that most of the married students are getting along fairly comfortably from a financial point of view and most of them are not seriously overburdened with debts or heavy schedules of full-time jobs plus school.

One wonders whether non-student young marrieds in the college graduate population would be in such a cheerful, relatively solvent financial situation.

These married college students were generally deriving their status needs from academic, rather than material, success. With college teachers (presumably) as ego-ideals rather than corporation executives, they may well feel less current pressure to surround themselves with split-level homes, a glistening array of household appliances, and junior executive type cars. After these students graduate and enter positions "worthy" of their sheepskins they may find themselves more economically deprived in their own estimation--than they do at present. Foreman and Christopherson, et al, obtained findings[27,28] similar to this.

Recreation, Food, Rest and Health - Men

Significantly more of the husbands than the bachelors thought their social-recreational life was inadequate (39 per cent : 26 per cent). The husbands' recreation was centered in home and hobby activities, while that of the bachelors was in college social, athletic and special-interest groups. (The bachelors spent about twice as much time as did the husbands in socialising.)

The single and married men were alike in the time and energy they said they had available for girlfriends and wives. (About one-half rated it as adequate.)

Both groups also stated they were generally healthy. The married men, however, gave a higher rating to their meals than did the single ones.

Recreation, Food, Rest, and Health - Student Wives-Single Women

The two groups were much alike in the way they rated the adequacy of

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[27] Foreman, Clyde. *Levels of Aspirations and Marital Status on the College Campus*, unpublished doctoral dissertation, University of Washington, 1957.

[28] Christopherson, Victor; Vandiver, J.S.; Kruger, Marie N. "The Married College Student, 1959." *Marriage and Family Living*, Vol. XXII, No. 2, May 1960, pp. 122-128.

the time that they had for sleep. About half said they had less sleep than they needed. Somewhat more of the single women (25 : 12 per cent) said that their meals were either fair or poor.

The single women were far more active than the married ones in their participation in University-based activities; with almost half of the single students taking part in lectures and discussions, college social events, special interest groups and sports. About two-thirds of both groups had home or dormitory-based activities, one-half indulged in hobbies, and one-third went to concerts or art exhibits.

One-half of the wives and one-third of the single women said they had inadequate time or energy for companionship with their husbands or, for single women, boyfriends. However, only about one-fourth of each group viewed their social-recreational lives as inadequate. Apparently, as in the case of the men, a sizeable number of the women find enjoyable recreation without their spouses--or dates.

The majority of the single and married women rated themselves as generally healthy although somewhat more of the married than the single women had had one minor illness during the fall semester and somewhat more of them said they often felt tired.

In the matter of adequacy of food, rest, and health, therefore, the data reveal that, in the perception of the subjects, married students are as well off as are single ones. The husbands see themselves as better fed than do the bachelors. A wife, presumably, has stronger motivation to "hold her man" than does the college dietitian to hold her boarders!

Housing - Men

Over half of the husbands and their families lived in University owned housing for married students, where they paid about $45 a month in rent. This housing development, located about two miles from the University, is a pleasant residential section, consisting mainly of two-story multi-unit temporary type structures. Far from aesthetic in appearance, it is, however, surrounded by many good-sized open spaces. Streets are protected from heavy traffic and the general arrangement is ideal in terms of recreation and play-space for children. The apartments, though small, are well-equipped with utilities. Students used considerable ingenuity to make their living units attractive. Many commented that they liked the informal nature of the housing development and the fact that they were permitted, within limits, to decorate their places themselves. Adequate shopping centers were nearby as well as good bus transportation. A few students used bicycles as a means of transport.

One-fourth of the married men students lived in rented houses or apartments, one lived in a trailer, and a few in homes that they were buying. Only one student husband was not living with his wife; in this case, she was attending another university.

Two-thirds of the single men lived in dormitories or fraternity houses and the rest lived at home with their parents or other relatives.

The great majority of both groups of men viewed their housing as adequate.

Housing - Student Wives : Single Women

Nearly three-fourths of the single women students were living in dormitories or sororities, while most of the student wives were living in privately owned apartments, and some in homes that they were buying. All the student wives were living with their husbands. The reason that fewer student wives than student husbands were living in University-owned housing is that preference was given by the University to veterans and to parents. (Fewer student wives than student husbands had children.)

Family Background (See, also, General Characteristics of the Study Population)

It has already been pointed out that, for the most part, there was no significant difference between the single and married students in reference to socio-economic level of their respective parents. Recall, however, that significantly more of the single men and women students were Jewish than were the married ones (no student husbands; a small proportion of student wives). There were very few interfaith marriages.

Other background features were explored through the questionnaire and through interviews.

According to questionnaire findings, about three-fourths of the mothers of single and married men and women were full-time housewives while their children were growing up. The chief reason for looking into this matter related to an underlying hypothesis that children of working mothers, supposedly feeling less secure in their home life, would be more likely to marry before they finished college. Or, in the case of the women, more likely to defer marriage because of their identification with career-minded mothers. Since it was found that there was no difference between the various groups of students in the matter of maternal employment, these hypotheses are rejected. This is similar to other recent research which reveals that current findings to date fail to show a difference in childrens' behavior and the fact of maternal employment.[29]

Student-rating of the happiness of their parents' marriage resulted in the finding that significantly more of the parents of husbands than of single men were defined by their sons as being unhappily married (36 : 16 per cent). Moreover, significantly more of the husbands than the single men had lost their fathers through death (20 : seven per cent). Most of these paternal deaths occurred before these husbands reached age 18. Most of these fatherless husbands were not early marrying men, but, rather were late enrolling college students. There was no significant difference between the male groups in reference to maternal deaths or homes broken by divorce or separation.

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[29] Herzog, Elizabeth. Children of Working Mothers, 1961, U.S.Government Printing Office, Washington 25, D. C.

Of the married men who were interviewed, some had lost their fathers through death. These men had lacked an adult male as a source of identification in their childhood, seemed rather unsure of themselves as men, had married at the "usual age" or older, and one reason for their being in college (apparently) was an effort to resolve personal feelings of inadequacy. Other married men who were interviewed had also lacked a close relationship with their fathers through the escape of these male parents from unhappy marriages into vocational "busy-ness." Another father had deserted the interviewee when the latter was an infant. Thus, unavailable fathers obtained in a fair-sized minority of the cases of married men who were interviewed. Other husbands (but these were more typically young, early marrying men) reportedly had very close, warm relationships with their fathers. None of the single men who were interviewed came from father-absent homes, but a few of the subjects revealed that they were in serious conflict with their fathers at the time of the study.

The married and single men gave their childhood days similar ratings, with the majority seeing this as a happy time. However, about 40 per cent of the husbands (significantly more) saw their adolescence as unhappy compared to 20 per cent of the single men.

The female groups did not differ significantly from each other in the rating they gave to their parents' marriage, and to their childhood and adolescent happiness. However, both the married and single women were more like the married men in their view of the happiness of their parents' marriage. One-third of these marriages were rated as unhappy by both groups of women and 40 per cent of the female groups rated their adolescence as unhappy.

There was no difference between married and single women in the matter of parental deaths (very few had occurred) and in reference to homes broken by separation or divorce.

Why should we find that there is a relationship in some cases between being an older male college student and losing one's father in childhood or adolescence? Why should we not find a relationship between being an older married woman college student and losing a mother through death? (This relationship between paternal death and being a student husband was also found by Foreman[30] in his study of undergraduate marriages at Seattle Pacific College.) Sixteen per cent (significantly more) of the husbands in this study came from homes broken by paternal death. Maybe these men who lost their fathers in childhood or adolescence had special problems in adjustment around the role of being an adult male-husband, father, and wage-earner. One focus for these difficulties may well have been in the vocational area as being a crucial one for men. This dissatisfaction with their functioning as family wage earners may have sent them back to college after other career explorations. A woman who suffered deprivation and lack of feminine identification through the death of her mother would be more likely in our culture to focus this sense of inadequacy on her homemaking and child rearing role, since women are more prone to "prove" themselves in these areas, rather than vocational ones. Of course, it is not known whether this interpretation is correct or whether, if a larger sample of colleges were studied, the same finding regarding married male "half-orphans" would be obtained.

V. QUESTIONNAIRE DATA AS APPLIED TO SUB-GROUPS

Comparison of Married Men Students Over Age 24 to Married Men Students Under that Age

Since the married men seemed to divide naturally into two major groups, it was decided to consider in what ways they were alike and different. These groups were: men under age 24 (n = 26) and men over that age (n = 48).

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[30] Foreman, Clyde M. op. cit., p.1.

Most of the latter group (four-fifths) were veterans but almost none of the younger group were. The members of the younger group (median age = 21+ years) were mostly young marriers who wed while they were in college (median age of marriage = 20.3 years). The second husband group married at the "usual" age of 22.3 years. About half of them married before they entered college.

Another reason for dividing these groups was that the younger husbands seemed more comparable, age-wise, to the single men. These groups, therefore, were also compared.

According to questionnaire data, the older and younger husbands were far more alike than they were different. As would be expected, the older ones had been married longer and more of them had children. They were generally satisfied with their marriages, but not so extremely happy as were the younger ones (perhaps a result of greater length of marriage).

As already indicated, significantly more of the older men had lost a father through death (26 per cent) than had the younger husbands (eight per cent). The younger men came from families whose annual income was significantly higher ($11,500) than did the older men ($6,500). Other than these differences, the two groups were similar in terms of socio-economic, religious, national, demographic, and racial characteristics of their parents. They also were alike in terms of perceived familial, childhood, and adolescent happiness.

Older and younger husbands were alike in terms of educational-vocational goals and attitudes, housing, employment, health and rest.

Significantly more of the younger husbands received financial help from their parents (46 per cent) than did the older ones (ten per cent). However, they were alike in the way in which they judged their income.

The older husbands expressed more dissatisfaction with their social-recreational life than did the younger ones. The younger husbands showed a wider range of hobbies and interests as well as University-based activities than did the men over age 24.

About two-fifths of the older males compared to one-fifth of the younger ones complained about not having enough time or energy and somewhat more of them (nearly half) said they were worried about their studies.

Although interviews revealed that some of the older married men had quite severe problems in personal and academic adjustment and although the personality test scores revealed them to be somewhat less intellectual in their drives, the questionnaire data yields only a few clues that a sub-group of the older husbands may be having a more difficult time than the younger in combining school and marriage.

The younger husbands compared to the single men showed the same likenesses and differences, for the most part, as were found for the larger group of married compared to single men. Obtained differences for the married-single groups of men were not associated, therefore, with a large age differential.

Since the wives did not show a wide range in age, they were not divided by "older and younger" for comparison purposes.

Parents Compared to Non-Parents - Fathers

Married students who had children were compared to those who didn't in order to learn whether the former group experienced more difficulty in the academic setting than did the latter. "Common sense" would suggest that babies added to studying and to employment would create a definite strain on student and spouse.

The questionnaire responses yielded the following information:

Fathers who are college students report themselves just as seriously interested in their college work and no more vocationally-oriented than are the husbands who have no children. More fathers than non-fathers aspire to graduate school!

Most of the fathers viewed their housing as adequate, but a minority considered it less than that (14 per cent). Nearly all of the childless husbands were satisfied with their housing.

The fathers had to work a bit harder than the other husbands at outside employment. Twenty per cent of the dads, compared to six per cent of the non-dads, were employed more than 20 hours a week during the academic year. More of the first group viewed their study conditions as inadequate (26 per cent), but most found them satisfactory.

Despite the above indications that a fairly small group of fathers were experiencing some environmental stress, there is no evidence that they were having particular difficulty in the areas of health, recreation, rest, and family finances. (No differences between the two groups in this regard.)

However, 86 per cent of the fathers compared to about half of the other husbands said that they had at least one serious problem during the preceding week. Concern over studies; lack of time, money, and energy were seen as problem areas by both groups of married men but by somewhat more of the fathers than by the non-fathers. Neither group, however, indicated as much worry over studies as did the single men. Both the father and non-father groups indicated more satisfactions than problems in their married lives. Both groups generally rated their marriages as happy and both generally indicated they were glad they married when they did. The fathers stressed their children as a source of satisfaction while the other husbands stressed lov: and companionship with their wives. The fathers were not different from the other husbands in reference to any family background factors, except that the parents of the fathers had a lower annual income.

The fathers were older as a group (26+ : 23+ years) and had been married longer (three plus years).

The married men who were not fathers had sought more sources of help in family planning than the fathers had. (Over half of the fathers said that their children had not been born according to plan). Although 80 per cent of the fathers stated they believed in planned parenthood only half of them were seeking medical help in this matter (i.e., through a private physician or the planned parenthood clinic).

The tentative generalization that may be made from the above findings is that fathers do not seem to be different from childless husbands in family background and developmental factors. Their educational values and attitudes towards higher education are as favorable as those of the older husbands; their aspirations may be higher. Although some have somewhat less favorable housing, study and employment conditions they are, in general, according to their own statements, getting along quite satisfactorily. They report themselves as well content with a life of study, marriage and parenthood, despite the fact that somewhat more of them feel that they had at least one upsetting problem during the week preceding the study.

It should be noted that although about half of the fathers had unplanned children, the majority rated their youngsters as a major source of satisfaction. Of the fathers who were interviewed, none expressed anything but love and pride in their offspring. In fact, several fathers, who already had two children, said they hoped to have "as many as we can possibly afford"--after college graduation.

Parents Compared to Non-Parents - Mothers

Of the 35 student wives, ten were also mothers. These two groups were compared on selected questionnaire items.

The mothers were significantly older than the non-mothers (25.5 : 21 years). They had been married longer (6.5 : less than one year).

These two groups of student wives were similar in their educational goals, attitudes and aspiration. The mothers were carrying a somewhat lighter academic load (11+ : 15+ credit hours) and studied somewhat fewer hours a week (11+ : 17 hours).

Half of the mothers and one-fifth of the other wives were employed at least part-time (difference not significant). Most of the wives in both groups judged their incomes to be sufficient.

Two-thirds of both sets of student wives spent less than ten hours a week in social-recreational activities. About a third of them said their social-recreational lives were inadequate.

The mothers and non-mothers were alike in their judgments as to their health (mostly good), and their housing (mostly adequate), and their study time and conditions (mostly satisfactory). However, the mothers spent significantly more time on household tasks per week (a median of 32 hours) than did the non-mothers. Children were cared for by the mothers themselves or through baby-sitters.

All of the student wives said they believed in planned parenthood, but 78 per cent of the mothers stated they had babies not according to plan. Eighty per cent of these student mothers and 70 per cent of these student non-mothers (compared to 50 per cent of the fathers) had sought contraceptive help from medical sources.

The student mothers came from a somewhat lower educational-vocational background than did the student non-mothers. Significantly more of their fathers were laborers (about 50 per cent) and significantly more had mothers who had not gone past high school (70 per cent).

The student mothers indicated more (but not significantly more) unhappiness in their marriage--half wished they had not married until later. Somewhat more of the mothers (80 : 45 per cent) indicated they had at least one serious problem in the week preceding the study. (This is similar to the finding for the fathers : non-fathers.) Like the husband groups, the student wives saw their problems as being in the area of concern over studies and lack of time, energy, and money.

Although the mothers seemed to be getting along about as well in their academic endeavors as the non-mothers--and as the male groups--they would also seem to be putting in more work hours (study plus employment plus housework) per week than any other group of students. This fact, however, did not appear to oppress them more than the other married students. On the other hand, more of them expressed marital unhappiness than any other group. Half said they wished they had deferred their marriage until later and one-third rated themselves as unhappy during the week preceding the study.

It seems as if the unhappiness of the mothers is probably _not_ the outgrowth of trying to combine studies plus parenthood plus marriage. Rather, the urge to go to college may stem more from marital and personal unhappiness. (For a further discussion of this point, see Chapter X.)

Student Wives : _Non-Student Wives_

What characteristics do women have who continue to go to college despite the fact that they are married? How do they get along when they undertake this program? This question was explored largely because of the current concern over early marriage of women (national median age = 19+ years) and the relatively high rate of female college drop-outs. Since it is more the pattern for husbands to finish their college education than for wives to do this, we wanted particularly to compare the student wives to the women who were married to undergraduate student husbands, but who were not going to college themselves. (See, also, summary on findings from personality tests, Chapter II.)

Thirty-five of the 106 women who were in the study population were also college students. Fourteen of the 106 were college graduates. Thirty wives had a high school education or less and 27 had training beyond high school (such as secretarial or nurses' training or a few years of college), but not a college degree. These four groups were compared to each other.

Half of the student wives were married to men who already had a college degree (significantly more) and most of the remaining husbands were undergraduate students. All of the husbands of the other wives were, of course, undergraduate students.

Significantly more of the student wives (along with the college graduate wives) considered a college degree to be important for themselves. The student wives, more than any other group of men or women rated graduate training as being important for themselves.

Almost all of these women continued in college after they started. None dropped out because of marriage. (Of the total wife group, only seven left college because of marriage.) The student wives were more eager for independent, creative careers than any group of women (or men) students and also more found their studies to be exciting and rewarding. Along with the college graduate wives, all of these married women students planned to work at some time in the future while this was true of two-thirds of the other wives.

The economic situation of the student wives, as a group, was more secure than that of the other wives. Significantly more of them (one-half compared to one-fifth) derived their chief support from their husbands. Significantly more lived in houses that they were buying.

Although their median monthly income was lower than that of the non-student wives (except college graduates), significantly more of them considered their income to be adequate. Fewer of the student wives were employed (20 per cent compared to about 65 per cent) and fewer had children (one-third compared to two-thirds). They also spent significantly less time on housework than the other wives did.

Significantly more of the student wives had fathers who were professional men (38 per cent) and who were college graduates (39 per cent). There was a greater educational gap between the mothers and fathers of the student wives (with the mothers having less education) than was true for any other group of married women. (Sixteen per cent of their mothers finished college compared to 29 per cent of the mothers of college graduate wives.) Also, the mothers of the student wives were generally older at marriage (23.6 years) than was true for any of the other mothers of wives. The student wives, whose median age at marriage was 20.1 years were less like their mothers in this matter than any other group.

Although the following differences are not significant, they provide clues for further research with larger groups. Half of the student wives compared to about one-fourth of the other wives rated their parents' marriage as unhappy. Almost twice as many student wives (60 per cent compared to about 40 per cent) rated their adolescence as unhappy. Also, the median age for their first date was lower (13.2 years) than was true for the other wives (14.5 years).

Significantly more of these student wives (97 : 75 per cent) engaged in pre-marital light petting and in pre-marital heavy petting (83 : 57 per cent). They also did this at a younger age (about 17 years). About half of all the wife groups experienced pre-marital sex relations, but the student wives were younger when this occurred (17.8 years compared to 20.1 years for the college graduates).

There is some indication from this data that undergraduate student wives as a group, were somewhat disturbed in their personal adjustment. The low educational level of their mothers, the relatively high one of their fathers, their difference from their mothers in their age at marriage (the greatest difference for any group), their high rating of unhappiness in their family of origin, and their earlier and more precocious pre-marital sex behavior, all provide clues to support the above theory. Perhaps they, as a group, were more identified with their fathers than with their mothers. Perhaps they are more anxious about their role and self-worth than are the other wives. This (hypothetical) anxiety may have lead both to marriage before college and to a drive for education after marriage. (See, also, section on personality measurements and interviews.)

Aside from the issues discussed above, the student wives were similar to the other wives in terms of life situation, perceived problems and satisfactions, age, length of engagement and marriage, religion, etc.

Early Marrying Students Compared to Later Marrying Students

The early marrying students (those who married at or somewhat below the national average median age) were compared to those who married later. The basic reason for this comparison was an attempt to explore:

(a) What factors, if any, are associated with early marriage, and
(b) How do early marriers, compared to late marriers, get along in a University setting?

Men who married over age 22 were, therefore, compared to men who married under that age. Women who married at less than 20 were compared to those who married at a later date.

Thirty-nine of the male undergraduate students married at less than age 22, and 35 married when they were past this age. Two-thirds of the early marriers wed between the ages of 20 and 21, and two-thirds of the late marriers wed when they were over age 22.

These two groups were not significantly different in terms of such family background factors as religion, national origins, education and occupation of parents, age of parental marriage, and perceived happiness of parental marriage and of own childhood and adolescence.

There was no significant difference between the two groups on these dating and courtship variables: number of times they went steady, premarital sex experiences, length of engagement, parental attitudes towards their marriage, and the length of time the couple knew each other before their marriage. In other words, there is no evidence that young marrying male college students at Syracuse University are more impulsive in "jumping into marriage" than are the late marrying male students.

The two groups were significantly different in these regards: More of the late than the early marriers had lost a parent (fathers, in most cases) through death. One-third of the late, compared to one-fifth of the early marriers had lost a parent in this way. Most of these parents died before the subjects were 19 years old.

The early marrying men were younger as a group at the time of their first nocturnal emission. They also started going steady at an earlier age. However, they were not different from the late marrying men in reference to pre-marital sex experience. The fact that the early marrying men in this study matured earlier and went steady earlier than the late marrying ones is probably related to the finding of Jones that early maturing boys are generally more popular, poised, and socially mature than are late marrying ones. (See Chapter VII.)

The men who married when they were over age 22 had been engaged significantly more times, as a group, than the young marriers. Twenty per cent of the former group as opposed to three per cent of the latter had been previously engaged to at least one person other than the wife they married.

For the 20 per cent who exhibited this engagement behavior it may or may not have improved the final choice of mate. More careful mate selection may have occurred in association with several engagements, or these previous tentative commitments may have been related to "adjustment problems."

The men who were first married at less than age 22 checked more sources of marital satisfaction (over four per person) than did the men who were married at a later age (almost three per person). Tests of statistical significance are not appropriate to this table because of the possible multiple responses. The "early marriers," in comparison to the later ones, particularly emphasized the satisfactions associated with the interpersonal husband-wife relationship. The chief reason for these observed differences is apt to be that these earlier marriers had not been married so long as the late marriers, at the time of the study.

The two groups checked about the same number of seriously upsetting problems.

According to the above findings, the chief factors that seem to be associated with early male marriage among college students are an early age of physical maturity and (perhaps in consequence) early age of first going steady. Coming from a home not broken by parental death also seems to be associated with earlier marriage.

The early marriers appeared to be just as happy (if not happier) in their marriage as the later ones.

A somewhat different pattern emerges when early marrying girls were compared to those who married later. Fifty-six of the wives married when they were under 20, and 48 married when they were over that age.

These women were not significantly different from each other in reference to these family background factors: religion, national origins, education and occupation of parents, parental income, marital status of parents, and childhood and family happiness. However, significantly more of the mothers of early marrying women married before they were 20 than was true of the mothers of late marrying women.

The two groups were alike in terms of age of first menstruation and in terms of number of times they went steady. They had known their husbands as long before marriage as the late marriers and parental attitudes regarding their marriages were the same for both groups. As many early as late marriers were college students at the time of the study. The early marriers were significantly different, however, from the late ones in a number of aspects of their dating and courtship behavior, as follows:

The women who married under age 20 started dating at a significantly younger age than those who married over age 20 (14.0 : 15.4 years).

The early marrying women first started going steady (for at least three months) at a median age of 15.7 compared to the median age of 17.5 years for the late marrying women. This finding is similar to those of Moss and Gingles[31] and of Burchinal's[32] in their studies of girls who marry in high school compared to those who don't.

The early marriers first kissed a boy (other than in kissing games) at an earlier median age (14.6 years) than did the late marriers (15.9 years). They also experienced pre-marital light petting at an earlier median age (16.8 years) than did the late marriers (18.9 years). More of the early marriers reportedly engaged in this practice (91 : 74 per cent). The young marriers first engaged in pre-marital heavy petting at a younger age (18.3 years) than did the late marrying group (20.2 years). Moreover, more of them had this experience (79 per cent) than did the late marriers (58 per cent). Over half of the early marriers had pre-marital sex relations compared to about one-third of the late marriers and they were younger (18.5 : 20.1 years) when this occurred. More of the young marriers (26 per cent) were not engaged before their marriage than was true of the late marrying women (eight per cent). (Perhaps more of the first group married because of pregnancy?)

The pattern of pre-marital sex behavior of the early marrying girls is considerably more like that of the male groups than like the other females. There are no clues in the data, however, as to why this might be so.

It should be noted that going steady at an early age is associated with early marriage in the case of the girls, as it is in the case of the men. However, early and more prevalent pre-marital sex intimacies are associated with the early marrying female group but not with the early marrying male group.

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[31] Moss, J. Joel and Gingles, Ruley. "The Relationship of Personality" Early Marriage, Marriage & Family Living, pp. 373-377, Vol. XXI, 4, November, 1959.

[32] Burchinal, Lee G. "Adolescent Role Deprivation & Early Marriage" Marriage & Family Living, pp. 378-384, Vol. XXI, 4, November, 1959.

5.

Single Men Compared to Single Women

The chief reason for exploring the differences between single men and women students is that question is raised as to why women have a higher college drop-out rate than do men. With colleges as crowded as they are today, some doubt whether women with their apparently lower interest in high education, should be given places that might go to presumably more goal-directed men. Many observers of the modern scene comment that today's young women, having equal rights assured, are less career and education-oriented than their mothers and grandmothers who, in many ways, had the position of a minority group.

An analysis of questionnaire data revealed the following main points. (for a detailed discussion of personality differences, see Chapter II.)

Probably the most outstanding difference between the single men and single women lay in the area of career commitment on the part of the men and a more diffuse career attitude on the part of the women. Although all the single women said they hoped to graduate from college and about half aspired to graduate work, many saw their education as making them better family and community members and their careers as part-time, off and on, generally sandwiched in between (hoped for) husbands and children. Careers, as visualized by the women, tended to involve community service and creative, independent features.

The men, on the other hand, were generally more committed to a specific vocation or profession and half of them particularly valued high status or prestige. Two-thirds planned to go on for graduate work.

The rather diffuse career and educational attitudes of the women were as nothing compared to the attitude of the males towards the place of education and employment in the lives of the women that they hoped to marry. This male resistance to female education and employment is certainly not surprising. It may show up somewhat more strongly in this study because significantly more of the single men were Catholic (30 per cent : 6 per cent). The Catholic Church, of course, takes a somewhat stronger position than most Protestant and Jewish groups do to the effect that a married woman's place is in the home, especially if she has children.

Many college women have been criticized by educators for their lack of clear interest in educational and professional goals. In the event that educators feel that capable college women should have deeper intellectual and career commitments, it seems as if the major efforts along this line should be bent towards changing male student attitudes. This is not to imply that college women should necessarily have preparation for a career as a major goal. We simply suggest that the goal diffusion of the women is related, in part, to the male attitudes towards the wife and mother role. This is, of course, a "common sense" observation that students and educators, alike, are familiar with. The topic of women's education and employment is too vast to be explored at length here.

Measured personality differences between men and women in this study are related, however, to the above findings and observations. (See, also, Chapter II). To put it briefly, at this point single women were found to have significantly higher measured personality needs in these areas: emotionality, harmavoidance, humanism, narcissism, sex, and impulsivity. The men had significantly higher needs for: pragmatism, aggression, fantasied achievement, dominance, objectivity, and scientism.

When these and all the personality scores of single men and women are studied it appears that the women are not less intellectual in their needs than the men. (Their intellectualism is more along the lines of the humanities and less along scientific lines, as other researchers have also found.) Recall too, that significantly more of the women than the men found their studies to be exciting and rewarding.

The chief difference between the single men and women as found here, in other studies, and in clinical observations is the greater orientation of men towards leadership and "practical" success and the more emotional, impulsive, passive, and "romantic" orientation of the women.

Before we leave this subject of comparisons between men and women, it should be noted that more of the men than the women (48 per cent : 27 per cent) expressed themselves as unhappy with their current life situation, but that only 20 per cent of the men and 60 per cent of the women viewed their high school years as unhappy. Also, somewhat more of the men saw themselves as having serious problems, particularly in the area of academic achievement.

It should also be pointed out that the men, as a group, were considerably freer in sex activity (about half of the men and ten per cent of the women had experienced intercourse), but, the women had higher personality needs for emotionality, narcissism, sex, and impulsivity. We again point out that "sex" as measured by the Activities Index is apt to be related to a rather romantic, verbal activity.

One interpretation of these seemingly contradictory findings might be that the women, developmentally more advanced than the men, have moved further away from adolescent stress, had their major "upheaval" in high school, and are now more settled with themselves. Their low incidence of overt sex behavior, in contrast to their higher needs for such, is probably related to the known generality and "diffusion" of the sex drive in the young woman plus the operation of "double standards." Also, the very fact that she sees herself as emotional and impulsive _may_ relate to a greater maturity and a less rigid personality structure than that of the male who is impressed with the need to "prove himself" as a strong leader. His higher needs for aggression and dominance are frequently observed to be frustrated in the "polite," rather sedentary college setting. On the other hand, they may provide him with the drive for academic achievement.

Student Husbands : Student Wives

The married student men and women did not differ from each other in the same way that the single ones did. The married males and females were more alike in their educational-vocational goals than were the single men and women. The student wives, moreover, unlike the single women, were more strongly and consistently involved in studying and academic achievement than were their male counterparts.

It is interesting to note that the student husbands, like the student wives, listed their spouse's wages as the chief source of family income in about one-half of all cases and their own wages as a chief source in about one-fourth of all cases. Thus, it looks as if being a married undergraduate is highly dependent on the employment of the spouses--be it husband or wife. It is also interesting that parental financial help plays so small a part for both husbands and wives.

The student husbands would appear to have been more burdened than the student wives for a need to work--on the other hand the student wives were more burdened with domestic tasks. However, the groups were alike in the matter of health, recreation, time for study, and rest.

The husbands, as a groups, were more pressed for money, than were the wives as a group. This probably was because more of them had children. It may also have been because a husband's need for a college education is apt to be seen as a necessity and he goes to school, more or less regardless of financial resources. A wife's education is more apt to occur when there is a degree of financial surplus.

Family background factors did not especially differentiate student wives from student husbands except that more of the wives came from urban homes and from homes where the father was a professional man. More of the husbands came from homes broken by parental death.

Early marriage, a college graduate husband, and strong drives for intellectual achievement apparently tended to produce the "average" student wife (among other variables). Student husbands (as a group), however, were more apt to be late marriers, veterans, and (at an earlier date) reluctant or confused students.

Students and Spouses of Students Who Rated Themselves as Happy or Unhappy

Single men students who rated themselves as unhappy most or part of the time during the week preceding this study were compared to single men students (or husbands of students) who also rated themselves as happy most of the time. The same comparison was made for married men who were students or husbands of students, single women students, and married women who were students or wives of students. About one-fourth of each group rated themselves as less than happy "most of the time."

Comparisons of the groups were made on the basis of their responses to the study questionnaire. Significant differences between the single men groups were found for the following items.

1. More of the unhappy single men than of the happy ones thought itimportant to obtain a graduate degree.
2. More of the unhappy single men considered their social recreational lives to be inadequate.
3. More of them rated their adolescence as unhappy.

Also, three-fourths of the unhappy single men compared to less than half of the happy ones indicated that they were worried about their studies. Also, twice as many unhappy as happy single men said that they found studying to be a major source of life-satisfaction.

Significant differences for the married male groups were found on these items:

1. The unhappy husbands had been married longer (2.7 years than the happy ones (1.5 years).
2. Over half of the unhappy husbands, compared to one-fifth of the happy ones, had children. (Over half of the unhappy husbands, compared to one-fifth of the happy ones, said they had children not according to plan.)
3. More of the unhappy than happy, husbands rated their adolescence as unhappy.

Significant differences for the happy and unhappy groups of single women were found on these items.

1. More of the unhappy single women planned to go on for graduate work.
2. More of the unhappy single women rated their parents' marriage as unhappy.

Significant differences found between the happy and unhappy wives were as follows:

1. The unhappy wives were significantly older (median age = 25.0 years) than the happy ones (median age = 22.5 years).
2. The unhappy wives had been married significantly longer (4.5 years) than the happy ones (1.4 years).
3. More of the unhappy wives had been married before they went to college and fewer married while they were in college. None were college graduates.
4. All of the unhappy wives had children, while this was true of less than half of the happy ones. Most of them also left their children in the care of baby-sitters.
5. More of the unhappy wives lived in married student housing (probably related to the fact that more had children).
6. The unhappy wives spent more time on housework than did the happy ones (perhaps also related to the fact that more had children).

One outstanding observation that may be made in relation to these findings is that current self-perceived unhappiness appeared to be related more to self-rated earlier unhappiness (childhood, familial, or adolescent) than to other factors in the environment such as housing, employment, income, health, and (in most cases) recreation. This is in line with findings from other studies of marital happiness: i.e., environmental variables are not associated with marital contentment except for persons who are living on excessively low incomes which are below the subsistence level. Early childhood and adolescent happiness, however, is associated with later marital happiness.

It is interesting that unhappy single men and women students expressed more commitment to graduate education than did the happy ones. There were other clues, especially for the men, that the unhappy ones were generally more involved in studying. This finding may indicate that these dissatisfied single students tended to turn to studying as an escape from painful interpersonal contacts. Or, perhaps, they were more pushed by parents or their own anxieties towards a higher level of achievement. The dissatisfaction of the unhappy single men with their social-recreational lives may have been more associated with their own difficult interpersonal relationships than with environmental lacks or academic pressures.

We do not see these higher academic goals expressed by the unhappy married men and women compared to the happy ones. Both the happy and unhappy husbands had graduate work as a goal to the same extent as the unhappy bachelors. Perhaps this was because high educational aspirations are more accepted by older male groups than by younger ones and are, therefore, not so likely to be symptomatic of anxiety.

The fact that the unhappy husbands and wives, as a group, had been married longer than the happy ones is also similar to other studies that note a sense of "disenchantment" setting in after a year or so of marriage. The large number of children--and unplanned children--in the families of unhappy married men and women may be associated primarily with the greater length of marriage of these dissatisfied groups. They may also, obviously, be related to the reality pressures that are associated with children, especially when one or both parents are in school. The fact that more unhappy, than happy, husbands and wives had unplanned children does not necessarily indicate that the off-schedule youngster caused parental unhappiness. Unhappy parents may be less consistent and careful in seeking and using effective contraceptives.

The lower educational level of the unhappy wives perhaps indicates that they have less in common with their student husbands than do more educated wives. However, since many of the unhappy wives rate their own childhood and adolescent years as having been unhappy, they may have plunged into marriage as an escape from home. Note that many of them now wish that they married later than they did.

It is also important to note that as many married students rated themselves "happy" as did the single ones; in fact, many more husbands than bachelors expressed contentment with their lot. Here, again, we have evidence that, in the perception of the subjects, combining marriage and undergraduate education does not lead to greater personal distress than attending college as a single person.

FINAL CONCLUSIONS

In accordance with the above findings, it is possible to reject the hypothesis of no significant differences between married and single students. Significant differences both at the one and five per cent levels of confidence were found for certain measured personality traits and certain variables related to: educational values, goals, and attitudes; family background, current life situation; dating and courtship; and perceived satisfactions. The exact ways in which the various groups were significantly different from each other are detailed in the preceding pages.

Differences on the above variables were found in a number of differing ways for the following groups.

Single Men : Married Men

Single Women : Student Wives

Married Students who were Parents : Married Students who had No Children

Men who Married Before Age 22 : Men who Married After that Age

Student Wives : Non-Student Wives

Husbands Under Age 24 : Husbands Over Age 24

Student Husbands : Student Wives

Single Men : Single Women

Students Rating Themselves as Happy : Students Rating Themselves as Unhappy

Wome. who Married Before Age 20 : Women who Married After that Age

COMPARISON OF FINDINGS IN THIS STUDY WITH THOSE OF FOREMAN'S STUDY

So far as can be determined, only one other study of college undergraduate men and women was closely related to this one: a 1957 unpublished doctoral dissertation[33] by Foreman at Seattle Pacific College in the state of Washington. He studied 75 married couples under age 26 and matched them, by college class, to 210 single men and women students. He administered a questionnaire to them containing questions related to these aspiration areas: material assets, academic, vocational, mate, and life goals. Questions also pertained to parental home courtship patterns and marital adjustment. Since he was primarily assessing aspirations of the two groups rather than the current situation, the two studies are basically different in many ways.

Findings from Foreman's study are compared to those of this one insofar as areas of investigation coincide.

His subjects (married and single) were all white Protestants, while the majority of married students in this study were also of this race and religion. However, our single students were equally Jewish, Catholic, and Protestant. As in his study, the education of the wives of the male student range from less than high school to college graduation.

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[33] Foreman, Clyde M., *op. cit.* p. 1.

The median ages of the subjects in these two studies are very similar, as well as the average length of marriage. His subjects, like ours, came about equally from rural, town, and city areas with no difference between married and single students in this regard. Also, there was no difference between the two groups in reference to the occupational and educational level of their parents. The same proportion of married and single husbands in both studies had grown up in homes where the mother was a full-time housewife. The small number of engaged couples is similar in both these studies, suggesting that the preponderance of single students don't marry largely because they don't want to--or, to put is psychologically--because they aren't ready for this step.

Foreman's findings are similar to ours in that married and unmarried males valued graduate education to about the same degree. However, he found that the single and male groups were alike in valuing college chiefly for vocational training, whereas we found that the single men were more oriented in this direction that the married ones. We found, moreover, that nearly all of the married and single males considered a college degree to be important. More of the husbands, according to Foreman, than single men made this judgment.

Since he did not study the wives as sub-groups, according to current educational status, it is not possible to compare his results regarding married women with our results.

Foreman's subjects, unlike ours, were mostly interested in social service and security as the chief features of their future careers. The single and married men were generally alike on this. As he comments, the students at Seattle Pacific College, who major, for the most part, in educacation or religion, tend to be more service-oriented than many college students. Most of his subjects showed little interest in careers that would promote continued interest and intellectual challenge, but a sizeable proportion of our married subjects particularly wanted independent, creative careers. Few of our single or married subjects were interested in community service or security.

Both the unmarried and single men in Foreman's study and ours stressed that they wanted their wives to be homemakers and companions rather than professionally trained, employed women. The great majority of his full-time wives, unlike ours, were ready to settle for a homemaking career.

Most of Foreman's married students, like ours, had been engaged only once. His couples, however, generally were engaged longer before they married.

As previously noted, Foreman found, as we did, that significantly more of the married males came from homes broken by the death of a father. (Sixteen per cent in Foreman's study and slightly more than that in ours.)

Although he used different data to arrive at his conclusions regarding educational attitudes of married compared to single men, we agree with his finding that student husbands tend to be more serious and mature in their educational objectives than do single ones. Foreman's husband subjects, like ours, were several years older than were the bachelors. Therefore, his and our findings in this regard may be more associated with age than with the fact of marriage. Then again, they may not be. As the saying goes, this is an area for further investigation (in the event that anyone considers it that important).

COMPARISON OF FINDINGS IN THIS STUDY WITH OTHER RELEVANT RESEARCH

Some of the major findings of this study correspond to other research findings. We found, as did Judson Landis[33] that half of the wives were helping to support their husbands while they were in college. His research also showed that the great majority of the married college students gave themselves a self-rating of happy or very happy. This was also true in our study.

Christensen and Philbrick[34] found that three-fourths of the married college students that they studied said they would marry while in college if they had it to do over again. This is close to the percentage obtained in this study.

Riemer[35] found in one study of students in a student housing project, that the divorce rate was lower than the usual rate during the first four years of marriage among other college-educated groups. This would tend to support our findings that the majority of married college students consider themselves to be happy in their marriage.

Poffenberger and Landis[36] found that of 212 college couples at Michigan State University who had their first baby, about two-thirds had not planned for this pregnancy. Christensen and Philbrick[37] found the same percentage of not-planned pregnancies among the 346 couples studied at

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[33] Landis, Judson T. "On the Campus," Survey Midmonthly, 84:1 (January, 1948), 17-19.

[34] Christensen, Harold T. and Philbrick, Robert E. "Family Size as a Factor in Marital Adjustments of College Students," American Sociological Review, 17:3 (June, 1952), 306-312.

[35] Riemer, Svend, "Youthful Marriages." Paper delivered at the Annual Meeting of the National Council on Family Relations, Lake Geneva, Wisconsin, September 1951.

[36] Poffenberger, Shirley, Poffenberger, Thomas, and Landis, Judson T. "Intent Toward Conception and the Pregnancy Experience," American Sociological Review, 17:5 (October, 1952), 616-620.

[37] Christensen, Harold T. and Philbrick, Robert E. op. cit.

Purdue University. Our findings are closely similar to this.

Jensen and Clark[38] in a 1958 study of married and unmarried students found there was no significant difference in average grades obtained in college by single and married students. This corresponds to our finding.

Samenfink and Milliken[39] reporting on a study undertaken at South Dakota State College in 1960, found that grade point averages of married males compared to single males, although not significantly different, indicated slightly better scholastic achievement for the single group. The differences reported by Samenfink and Milliken are actually very small. We also found no significant difference in grade point averages.

A study by Jones[40] of 75 married and 75 unmarried students, revealed that according to his interpretation of his findings, married undergraduate students are better able to cope with emotional problems than are unmarried students. According to our findings of measured personality needs, it would seem that the married subjects in the present study were more mature and goal directed than were the unmarried students. We have already suggested that this may be largely a product of the older average age of the married students.

Jane Berry[41] concluded from her study of college women, that these single women students gave little evidence of personal ambition with reference to accomplishment outside the orbit of home and family. This is quite similar to our finding in reference to the single women undergraduates. We, too, note the considerable goal diffusion and rather vague career plans. On the other hand, our married women students indicated a higher level of academic involvement.

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[38] V.H.Jensen and M.H.Clark. "Married and Unmarried College Students: Achievement, Ability, Personality." Personnel and Guidance Journal. 37:123-25, October, 1958.

[39] J.Anthony Samenfink and Robert L. Milliken. "Marital Status and Academic Success: A Reconsideration." Marriage and Family Living, 23. (August 1961), p. 226-227.

[40] W.R.Jones. "Affective Tolerance and Typical Problems of Married and Unmarried College Students." Personnel and Guidance Journal. 37:126-28, October 1958.

[41] Jane Berry. "Life Plans of College Women." Journal of National Association of Women Deans and Counselors, January 1955.

Thorpe[42] in a study of campus marriages, learned that 13 per cent of a random sample of married students at Iowa State University in 1956 reported financial help from parents. We also found that the majority of married students were self-financing. Christopherson and associates[43] reported that 38 per cent of student families received some help from their parents.

Sussman and Burchinal[44] in an analysis of research related to parent aid to married children came to the conclusion that financial aid exchanged between parents and their married children is quite common. It helps to bind the family together. During the early years of the child's marriage the flow of aid is from parents to children; as children become middle-aged, the stream of aid may be reversed. In other words, parental aid to married college students, such as it is, is probably not out of the current pattern of financial aid from parents to young married couples in general.

Comparison of our findings regarding dating and courtship with the findings of other studies on the subject will be found in Chapters VII, VIII, IX, and XI.

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[42] Alice G. Thorpe. "How Married Students Manage," Marriage and Family Living, 13. (Summer, 1951),pp. 104-105, 130.

[43] Victor A. Christopherson, Joseph S. Vandiver and Marie N. Krueger, "The Married College Student," 1955, Marriage and Family Living, 22. (May 1960), pp. 122-128.

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SAMPLE QUESTIONNAIRE

The sample questionnaire shown on the following pages is a copy of the actual questionnaires administered to the married male undergraduates and graduates. Similar questionnaires were administered to the single men, women, etc., except that the questions were worded so as to be applicable to the group being queried.

QUESTIONNAIRE FOR HUSBANDS

I. EDUCATION

1. Present year in college (check the item which applies to you):

   - ☐ a. Freshman
   - ☐ b. Sophomore
   - ☐ c. Junior
   - ☐ d. Senior
   - ☐ e. Graduate student
   - ☐ f. Not a student
   - ☐ g. Other: Specify what other ____________________

2. Number of credit hours you are taking this semester:

   - ☐ a. Not a student
   - ☐ b. 1 - 3
   - ☐ c. 4 - 6
   - ☐ d. 7 - 9
   - ☐ e. 10 - 12
   - ☐ f. 13 - 15
   - ☐ g. 16 - 18
   - ☐ h. 19 - 21
   - ☐ i. 22 - 24

3. In what college are you enrolled?

   - ☐ a. Liberal Arts
   - ☐ b. Business Administration
   - ☐ c. Fine Arts
   - ☐ d. Speech and Drama
   - ☐ e. Education
   - ☐ f. Home Economics
   - ☐ g. Journalism
   - ☐ h. Nursing
   - ☐ i. Forestry
   - ☐ j. Engineering
   - ☐ k. Architecture
   - ☐ l. Radio-TV
   - ☐ m. University College
   - ☐ n. Not a student

4. What is the highest level of education that you have completed? (Check only the highest level)

   - ☐ a. 11th grade
   - ☐ b. 12th grade
   - ☐ c. First year of college
   - ☐ d. Second year of college
   - ☐ e. Third year of college
   - ☐ f. College graduate
   - ☐ g. Master's degree
   - ☐ h. Law or Theological degree
   - ☐ i. Doctor's degree
   - ☐ j. Other: Please specify ____________________

5. What college degree are you now seeking?

   - ☐ a. Not seeking a degree
   - ☐ b. Associate of Arts or Science (two year college course)
   - ☐ c. Bachelor's degree

6. After you complete your present degree, do you plan to go on with further college study in the near future?

   - ☐ a. Does not apply, not seeking a degree at present
   - ☐ b. Plan to work for Master's degree
   - ☐ c. Plan to work for law or theological degree
   - ☐ d. Plan to work for a doctoral degree
   - ☐ e. Do not plan to go on for advanced work
   - ☐ f. Plan other advanced work: Please specify ____________________

____

6a. What was your class standing when you left college?

( ) a. Doesn't apply; I am in college now.
( ) b. Doesn't apply; I didn't start college.
( ) c. I graduated from college.
( ) d. Freshman
( ) e. Sophomore
( ) f. Junior
( ) g. Senior
( ) h. First year graduate student
( ) i. Second year graduate student
( ) j. Other: What other? ______________________

6b. What was your grade average during the year just before you quit school? (high school or college)

( ) a. Doesn't apply; I'm still attending school.
( ) b. A
( ) c. Between A and B
( ) d. Between B and C
( ) e. Between C and D
( ) f. Between D and F

7. Which of the following statements most nearly describes your attitude towards obtaining a bachelor's degree for yourself?

( ) a. It is of primary importance; would make almost any sacrifice to get it.
( ) b. It is important, would like to get it.
( ) c. It is only somewhat important, wouldn't mind if I didn't get it.
( ) d. It is unimportant, I don't want a bachelor's degree.
( ) e. Does not apply: I already have a bachelor's degree.

8. In reference to my wife's obtaining a degree, I feel:

( ) a. It is of primary importance to me that she get one. I would make almost any sacrifice to help her achieve this goal.
( ) b. It is important that she get this degree: I will gladly help her.
( ) c. It is only somewhat important to me. I wouldn't mind if she didn't get her bachelor's degree.
( ) d. It is unimportant for her to graduate from college.
( ) e. Does not apply; she already has a bachelor's degree.

9. Which of the following statements most nearly describes your attitude towards obtaining a graduate degree (such as M.A., Ph.D., M.D., etc.) for yourself?

( ) a. It is of primary importance, would make almost any sacrifice to get it.
( ) b. It is important, would like to get it.
( ) c. It is only somewhat important, wouldn't mind if I didn't get it.
( ) d. It is unimportant, I don't want a graduate degree.
( ) e. Does not apply; I already have a graduate degree.

10. In reference to my wife's obtaining a graduate degree, I feel:

( ) a. It is of primary importance to me that she get one. I would make almost any sacrifice to help her achieve this goal.
( ) b. It is important that she get this degree: I will gladly help her.
( ) c. It is only somewhat important to me. I wouldn't mind if she didn't get her graduate degree.
( ) d. It is unimportant for her to obtain a graduate degree.
( ) e. Does not apply: she already has a graduate degree.

11. Of the statements listed below, the one that most nearly expresses my attitude towards college course marks is:

( ) a. I strive to get the highest possible marks in all, or nearly all of my courses.
( ) b. I strive to get good marks in my courses, but do not work for high honor grades.
( ) c. I am satisfied with any mark I get so long as I keep a good enough average to graduate.
( ) d. I consider marks to be unimportant; I don't care whether I stay in college or not.
( ) e. Does not apply. I'm not a college student.

13. Of all the alleged values of a college education, the one that means the most to me, personally, is:

( ) a. Making the "right kind" of friends.
( ) b. Obtaining a general education
( ) c. Acquiring social polish and sophistication.
( ) d. Acquiring education for family and community living.
( ) e. Preparation for a business or professional degree.
( ) f. Living away from home in a college environment.
( ) g. Doesn't apply; I haven't been to college and don't plan to go.

14. In reference to what I had hoped my college experience would provide for me, I feel at present that:

( ) a. It is better than I had anticipated.
( ) b. It is about as good as I had anticipated.
( ) c. It is poorer than I had anticipated.
( ) d. Doesn't apply; not in college at present.

Comment here, if you wish, as to what you specifically like and dislike about your college. ______________________________
____
____

15. If you are not going to college at present, check the statement that most nearly describes the reason for this:

( ) a. Doesn't apply; I am in college at present.
( ) b. I have already graduated from college.
( ) c. I would like to go to college, but cannot afford to.
( ) d. I flunked out of college.
( ) e. I am not interested in going to college.
( ) f. I am not going to college at present because of my child or children.

g. Other: What other?____________________________

15a. Did you drop out of college after you started?

( ) a. No
( ) b. Yes. I left college because I wanted to get married or was already married.
( ) c. Yes. I left college because we had a child.
( ) d. I left college after I started but my marriage was not the reason for my leaving.

16. The one most important factor that I am looking for in my future business or professional career is:

( ) a. High salary.
( ) b. Employment security with "fringe benefits."
( ) c. High prestige.
( ) d. Opportunity to serve the community.
( ) e. Opportunity for creative, independent work.
( ) f. Short work week that will allow plenty of time to be with my family.

II. PRESENT LIFE SITUATION

17. Age at present

( ) a. Less than 18 years.
( ) b. 18, less than 20
( ) c. 20, less than 22
( ) d. 22, less than 24
( ) e. 24, less than 26
( ) f. 26, less than 28
( ) g. 28, less than 30
( ) h. 30, less than 32
( ) i. 32, less than 34
( ) j. 34 or older. How old?____

18. Date on which you were married to present wife: ________________
Month Year

19. Length of time of present marriage:

( ) a. Less than one year
( ) b. One, less than two years
( ) c. Two, less than three
( ) d. Three, less than four
( ) e. Four, less than five
( ) f. Five, less than six
( ) g. Six, less than seven years
( ) h. Seven, less than eight
( ) i. Eight, less than nine
( ) j. Nine or more years

How many years?____________

20. Were you ever married before the present marriage?

( ) a. No.
( ) b. Yes, but my wife died.
( ) c. Yes, but I was divorced.
( ) d. Yes, but the marriage was annulled.
( ) e. Yes, but we are legally separated.

21. In what year of college were you when you got married this time?

( ) a. Freshman
( ) b. Sophomore
( ) c. Junior
( ) d. Senior
( ) e. Married before I started college
( ) f. Married after I graduated from college
( ) g. Other: What other? ____________________

22. How old were you when you married the present wife?

( ) a. Less than 18
( ) b. Between 18 and 20
( ) c. Between 20 and 22
( ) d. Between 22 and 24
( ) e. Between 24 and 26
( ) f. Between 26 and 28
( ) g. Between 28 and 30
( ) h. Over 30. How old? ________

23. How many children do you have at present?

( ) a. None
( ) b. One
( ) c. Two
( ) d. Three
( ) e. Four
( ) f. Five
( ) g. Six or more
How many? __________

24. Ages of your children: (Check as many as apply)

( ) a. No children
( ) b. Less than one year
( ) c. 1 yr., less than 2
( ) d. 2 yrs., less than 3
( ) e. 3 yrs., less than 4
( ) f. 4 yrs., less than 5
( ) g. 5 yrs., less than 6
( ) h. 6 yrs., less than 7
( ) i. 7 yrs., less than 8
( ) j. 8 yrs., or older
How old? __________

25. In reference to where you and your wife live at present, check the statement which most nearly describes your situation:

( ) a. We are living together.
( ) b. We are living separately because she goes to another college.
( ) c. We are living separately because we do not have jobs in the same city.
( ) d. We are living separately because we do not get along well together.
( ) e. We are living separately for another reason. What is the reason? ____
____

26. Type of housing in which you are now living:

( ) a. Married student housing.
( ) b. Rented house or apartment, not belonging to the University.
( ) c. We have bought our own home.
( ) d. Living with parents or other relatives.
( ) e. Men's dormitory or fraternity.
( ) f. Other: What other? ________________________________

27. How adequate, in your opinion, is your present housing in meeting the needs of your family?

( ) a. Very adequate
( ) b. Adequate
( ) c. Inadequate
( ) d. Very inadequate

28. How much rent (or mortgage, interest, and tax) payment do you make each month for your housing?

( ) a. Less than $15
( ) b. $15, less than $30
( ) c. $30, less than $45
( ) d. $45, less than $60
( ) e. $60, less than $75
( ) f. $75, less than $90
( ) g. $90, less than $105
( ) h.$105, less than $120
( ) i.$120, less than $135
( ) j.$135 or more. How much?____

29. What was your employment status during the past semester?

( ) a. Unemployed, not looking for work.
( ) b. Unemployed, looking for work.
( ) c. Employed full time.
( ) d. Employed part time.

30. How many hours a week were you employed on the average, during the past semester?

( ) a. Not employed
( ) b. Less than 10 hours
( ) c. Between 10 and 20 hours
( ) d. Between 20 and 30 hours
( ) e. Between 30 and 40 hours
( ) f. Between 40 and 50 hours
( ) g. 50 or more.
How many? ___________

31. In what type of employment were you engaged during the past semester?

( ) a. Not employed
( ) b. Clerical or sales work
( ) c. Professional (such as teacher, engineer, lawyer, doctor, etc.)
( ) d. Managerial (such as office manager or owner of a business)
( ) e. Skilled labor (such as plumber, mechanic, or electrician)
( ) f. Semi-skilled labor (such as truck driver, construction, assembly line in industry, waiter)

32. How much, on the average, did you earn per hour during the past semester?

( ) a. Less than $1.00 per hour
( ) b. Between $1.00 and $1.49
( ) c. Between $1.50 and $1.99
( ) d. Between $2.00 and $2.49
( ) e. Between $2.50 and $2.99
( ) f. Between $3.00 and $3.49
( ) g. Between $3.50 and $3.99
( ) h. Between $4.00 and $4.49
( ) i. $4.50 or more. How much?_____
( ) j. Not employed

33. What was your employment status during the past summer?

( ) a. Unemployed, looking for work.
( ) b. Unemployed, not looking for work.
( ) c. Employed full time for three months or more of the summer.
( ) d. Employed full time for two, less than three months of summer.
( ) e. Employed full time for one, less than two months.
( ) f. Employed part time for either whole or for part of the summer.

34. How much did you earn last summer?

( ) a. Nothing
( ) b. Room and board, but no cash
( ) c. Less than $150
( ) d. $150 - $299
( ) e. $300 - $449
( ) f. $450 - $599
( ) g. $600 - $749
( ) h. $750 - $899
( ) i. $900 -$1049
( ) j.$1049 or more.How much?_____

35. In what type of employment were you engaged last summer?

( ) a. Clerical-sales
( ) b. Camp counselor, life guard, or recreation leader
( ) c. Skilled labor
( ) d. Semi-skilled labor
( ) e. Professional
( ) f. Managerial
( ) g. Was not employed

36. How much cash was available for you and your wife to live on during the past semester, after you had paid your tuition, book, and other college fees? (from October 1, 1960 to February 1, 1961)

( ) a. Does not apply; my wife and I were not living in the same household unit during the past semester.
( ) b. Less than $500
( ) c. $ 500 - $ 999
( ) d. $1000 - $1499
( ) e. $1500 - $1999
( ) f. $2000 - $2499
( ) g. $2500 - $2999
( ) h. $3000 - $3499
( ) i. $3500 - or more
How much? _________

37. Did your parents (not your wife's) contribute to your support during the past semester?

( ) a. Did not contribute.
( ) b. Occasional gifts of money or such items as clothes, food, household equipment.
( ) c. Regular, continuing support in the form of cash, tuition payment, housing, etc.

38. How much cash contribution did you receive from your parents during the past semester?

( ) a. No cash
( ) b. Less than $500
( ) c. $ 500 - $ 999
( ) d. $1000 - $1499
( ) e. $1500 - $1999
( ) f. $2000 - $2499
( ) g. $2500 - $2999
( ) h. $3000 - $3499
( ) i. $3500 or more
How much? _________

39. What were all your sources of income during the past semester? (Check all that apply.)

( ) a. Earnings from my employment.
( ) b. Earnings from my wife's employment.
( ) c. My savings
( ) d. My wife's savings
( ) e. Insurance policy
( ) f. Veteran's benefits
( ) g. Scholarship
( ) h. Contribution from parents
( ) i. Loan
( ) j. Other: What other? ____________

40. Using the appropriate letter as given in item 39 above, write in the letter that indicates your largest source of income during the past semester. For instance, if veterans' benefits were your largest single source of income, you would write in the letter "f."

Largest single source of income was: ________

41. In your estimation, how adequate was your income to meet your needs during the past week?

( ) a. More than adequate
( ) b. Adequate
( ) c. Slightly inadequate
( ) d. Very inadequate

42. Did you have particular difficulty in paying for any special category of family needs? (Check all that apply.)

( ) a. We had no particular difficulty in paying for our needs.
( ) b. It was difficult to pay for our housing needs.
( ) c. It was difficult to pay for the medical care that we needed.
( ) d. It was difficult to pay for the food we needed.
( ) e. It was difficult to pay for the furniture and household equipment.
( ) f. It was difficult to pay for tuition and other college costs.
( ) g. It was difficult to pay for the clothing we needed.
( ) h. It was difficult to find money for recreation.
( ) i. Other special financial difficulties we experienced were:
____

43. Are you buying anything on time? (Check all that apply.)

( ) a. Not buying anything on time.
( ) b. Buying a car on time.
( ) c. Buying a house on time.
( ) d. Buying furniture, household equipment on time.
( ) e. Buying clothing on time.
( ) f. Other: What other? ____________________

44. What is the total amount of your indebtedness, including loans and money owed for things you are buying on time?

( ) a. We owe nothing
( ) b. Less than $500
( ) c. $ 500 - $ 999
( ) d. $1000 - $1499
( ) e. $1500 - $1999
( ) f. $2000 - $2499
( ) g. $2500 - $2999
( ) h. $3000 - $3499
( ) i. $3500 or more.
How much? ________

45. Did your wife contribute to the support of you and herself by working during the past semester? Yes _____ No _____. If you answered "Yes" to the above question, which of the statements below most nearly describes your attitude towards her employment?

   ( ) a. I was glad that she worked; she was simply doing her share in making our marriage and education possible.
   ( ) b. I did not particularly like her working, but it was essential to the financing of our marriage and education.
   ( ) c. I was against her working, but she insisted on it.
   ( ) d. I did not care whether she worked or not, it was up to her.
   ( ) e. Other. ____________________

46. Which of the statements below most nearly describes your attitude towards your wife's working after you and she have finished your education?

   ( ) a. It would be much better if she did not work at all; a woman's place is in the home.
   ( ) b. She should stay at home while the children are young, but she should or could take a job when they are older.
   ( ) c. She may be able to combine at least part-time work and homemaking even while the children are young.
   ( ) d. She should plan to work until we have children, but not afterwards.
   ( ) e. She should make her own decision about employment; it is entirely up to her.
   ( ) f. Other: What other? ____________________

47. When I compare my future career in a business or a profession to that of my wife's career in business or a profession, I feel:

   ( ) a. That my career is much more important than hers.
   ( ) b. That my career is somewhat more important than hers.
   ( ) c. That our careers are of equal importance.
   ( ) d. That her career is more important than mine.

48. I want my wife to have a college education because: (Check the one reason that is most important to you.

   ( ) a. Doesn't apply; I don't particularly want her to have a college education.
   ( ) b. I think it will give us more interests in common.
   ( ) c. An educated wife is a social asset to her husband.
   ( ) d. An educated wife is a career asset to her husband.
   ( ) e. She wants a college degree and I don't want to stand in her way.
   ( ) f. She needs this education for present and future employment.
   ( ) g. An educated wife is a more effective mother and homemaker.

49. I want my wife to have a post-graduate degree (such as an M.A. or Ph.D., primarily because:

( ) a. Doesn't apply; I don't want her to have a post-graduate degree.
( ) b. To give us more interests in common.
( ) c. Give her employment security.
( ) d. She wants one and I don't like to stand in her way.
( ) e. It would be a social asset to me.
( ) f. It would be an asset to my career.
( ) g. It would make her a more effective mother and homemaker.

50. How much time did you spend in studying during the past week?

( ) a. Doesn't apply; not a student.
( ) b. Less than 5 hours
( ) c. 5, less than 10 hours
( ) d. 10, less than 15 hours
( ) e. 15, less than 20 hours
( ) f. 20, less than 25 hours
( ) g. 25, less than 30 hours
( ) h. 30, less than 35 hours
( ) i. 35, less than 40 hours
( ) j. 40 or more.How many?____

51. How would you describe the conditions under which you studied during the past week?

( ) a. Doesn't apply; not a student
( ) b. Very adequate
( ) c. Adequate
( ) d. Inadequate
( ) e. Very inadequate

52. What is your most usual attitude towards studying?

( ) a. I find it extremely boring nearly all of the time.
( ) b. Sometimes I find it boring, sometimes interesting, but more often dull than not.
( ) c. I find it mildly interesting.
( ) d. I find it exciting and rewarding.
( ) e. Doesn't apply; not a student.

53. How do you feel about the social-recreational side of your life during the past week?

( ) a. Very adequate
( ) b. Adequate
( ) c. Inadequate
( ) d. Very inadequate

54. How much time did you spend in your social-recreational life during the past week?

( ) a. Less than 5 hours
( ) b. 5, less than 10 hours
( ) c. 10, less than 15 hours
( ) d. 15, less than 20 hours
( ) e. 20, less than 25 hours
( ) f. 25, less than 30 hours
( ) g. 30, less than 35 hours
( ) h. 35, less than 40 hours
( ) i. How many? ________

55. What forms of recreation did you engage in during the past week? (Check as many as apply.)

( ) a. Team athletics as a participant
( ) b. Individual sports (such as tennis, boating, golf, walking, swimming, etc.)
( ) c. Spectator sports
( ) d. Concerts, plays, art exhibits
( ) e. Lectures or discussion groups, aside from classes.
( ) f. Social or special interest groups (such as Outing Club, Daily Orange staff, Men's Student Government, fraternity, etc.)
( ) g. Informal social gatherings at your home or in the homes of your friends.
( ) h. Hobbies, aside from sports (such as gardening, reading for pleasure, travel, playing a musical instrument, etc.)
( ) i. College special events (such as dances, fraternity parties,etc.)

56. In reference to the time and energy that you and your wife had available for companionship as a couple during the past week would you say that it was:

( ) a. Very inadequate
( ) b. Inadequate
( ) c. Adequate
( ) d. Very adequate

57. How do you feel about the amount of rest and sleep available to you during the past week?

( ) a. More than I need.
( ) b. As much as I need.
( ) c. Less than I need.

58. How adequate were your meals during the past week?

( ) a. They were excellent.
( ) b. They were all right.
( ) c. They were only fair.
( ) d. They were poor.

59. In reference to your health during the past week? (Check all that apply.)

( ) a. I have had a major illness involving hospital care.
( ) b. I have had a major illness, but it didn't involve hospital care.
( ) c. I have had two or more minor illnesses (such as colds, minor stomach upsets, etc.)
( ) d. I have had one minor illness.
( ) e. I had no illnesses of any kind, but I often felt tired and had frequent aches and pains.
( ) f. I had no illnesses and I felt good most of the time.

60. How did you and your wife take care of the task of running your home during the past week--including cleaning, cooking, marketing, laundry, handling finances, household repair, car maintenance, and yard work, but no child care?

( ) a. We shared all jobs equally.
( ) b. She had certain jobs that were her responsibility and I had jobs that were my responsibility; we each did an equal amount of work.
( ) c. She did nearly all of the work.
( ) d. I did nearly all of the work.
( ) e. Doesn't apply; we did not maintain a home.

61. If you have a child, who took major care of him during the past week?

( ) a. We have no child.
( ) b. My wife does.
( ) c. I do.
( ) d. We share equally.
( ) e. Child's grandparents
( ) f. Other relatives
( ) g. Baby sitter
( ) h. Day nursery
( ) i. Neighbor
( ) j. Other: What other? ________

62. If someone else, besides your wife and you, assisted in the care of your child during the past week, how do you feel about the adequacy of such care?

( ) We have no child.
( ) b. No one else cares for our child.
( ) c. Care is excellent.
( ) d. Care is good.
( ) e. Care is inadequate.

63. In reference to planning for the size of your family: (Check all that apply.)

( ) a. I do not believe in planned parenthood.
( ) b. We do not have any children now and plan to wait for them until later.
( ) c. We do not have any children now but this is not according to a plan.
( ) d. We have a child (or children) now according to our plan.
( ) e. We have a child (or children) now but this is not according to a plan.
( ) f. Other ______________

64. Our chief source of information about techniques of planned parenthood has been: (Check all that apply.)

( ) a. I do not believe in planned parenthood.
( ) b. Friends, neighbors, or relatives.
( ) c. Planned parenthood clinic.
( ) d. Private physician.
( ) e. Druggist.
( ) f. Books.
( ) g. Other: What other?______________

65. How much time did you spend on household tasks and child care combined, during the past week?

( ) a. Less than 5 hours
( ) b. 5, less than 10 hours
( ) c. 10, less than 15 hours
( ) d. 15, less than 20 hours
( ) e. 20, less than 25 hours
( ) f. 25, less than 30 hours
( ) g. 30, less than 35 hours
( ) h. 35, less than 40 hours
( ) i. 40 or more hours.
How many? ____________

66. What is your present status regarding military service?

( ) a. Have completed military service
( ) b. Have yet to do military service
( ) c. Reserve status: RFA ____________

III. FAMILY BACKGROUND

67. What is your religious affiliation at present?

( ) a. Don't care to say
( ) b. Unaffiliated
( ) c. Protestant
( ) d. Catholic
( ) e. Orthodox Jewish
( ) f. Conservative or Reformed Jewish
( ) g. Buddhist
( ) h. Mohammedan
( ) i. Other: What other?
____

68. In what religion were you brought up?

( ) a. Don't care to say
( ) b. Unaffiliated
( ) c. Protestant
( ) d. Catholic
( ) e. Orthodox Jewish
( ) f. Conservative or Reformed Jewish
( ) g. Buddhist
( ) h. Mohammedan
( ) i. Other: What other: ____________
( )

69. What is your mother's religion?

( ) a. Don't care to say
( ) b. Unaffiliated
( ) c. Protestant
( ) d. Catholic
( ) e. Orthodox Jewish
( ) f. Conservative or Reformed Jewish
( ) g. Buddhist
( ) h. Mohammedan
( ) i. Other: What other?: ____________

70. What is your father's religion?

( ) a. Don't care to say
( ) b. Unaffiliated
( ) c. Protestant
( ) d. Catholic
( ) e. Orthodox Jewish
( ) f. Conservative or Reformed Jewish
( ) g. Buddhist
( ) h. Mohammedan
( ) i. Other: What other? ____________

71. Do you and your wife have the same religion now?

( ) a. Yes
( ) b. No

72. Were you and your wife brought up in the same religion? (i.e., Catholic, Protestant, Jewish, Buddhist, Mohammedan, etc.)

( ) a. Yes
( ) b. No

73. If you are of mixed religion now, what are they?

( ) a. Doesn't apply; not mixed
( ) b. Catholic-Protestant
( ) c. Catholic-Jewish
( ) d. Jewish-Protestant
( ) e. Other: What other? ____________

74. What is your nationality background?

( ) a. Native-born of native-born parents.
( ) b. Native-born of foreign-born parents.
( ) c. Foreign-born of foreign parents.

75. If your father was born in another country, what country?

( ) a. Doesn't apply; born in the United States
( ) b. England, Canada, Australia, New Zealand, or Scotland
( ) c. Ireland
( ) d. France, Belgium, Switzerland, or Luxemberg
( ) e. Germany or Holland
( ) f. Italy
( ) g. Norway, Sweden, Denmark, or Finland
( ) h. Poland, Rumania, Russia, Bulgaria, Lithuania, Esthonia, or Yugoslavia
( ) i. Spain, Cuba, Puerto Rico, Portugal, Latin America, or Mexico
( ) j. Other: What other?

76. If your mother was born in another country, what country?

( ) a. Doesn't apply; born in the United States
( ) b. England, Canada, Australia, New Zealand, or Scotland
( ) c. Ireland
( ) d. France, Belgium, Switzerland, or Luxemberg
( ) e. Germany or Holland
( ) f. Italy
( ) g. Norway, Sweden, Denmark, or Finland
( ) h. Poland, Rumania, Russia, Bulgaria, Lithuania, Esthonia, or Yugoslavia
( ) i. Spain, Cuba, Puerto Rico, Portugal, Latin America, or Mexico
( ) j. Other: What other?

77. If you were born in another country, what country?

( ) a. Doesn't apply; born in the United States
( ) b. England, Canada, Australia, New Zealand, or Scotland
( ) c. Ireland
( ) d. France, Belgium, Switzerland, or Luxemberg
( ) e. Germany or Holland
( ) f. Italy
( ) g. Norway, Sweden, Denmark, or Finland
( ) h. Poland, Rumania, Russia, Bulgaria, Lithuania, Esthonia, or Yugoslavia
( ) i. Spain, Cuba, Puerto Rico, Portugal, Latin America, or Mexico
( ) j. Other: What other? ________

78. In what type of area did you live most of the time from ages 4 to 17?

( ) a. Farm
( ) b. Village-under 10,000 population but not a city suburb
( ) c. Small city-10,000 to 100,000 population
( ) d. Middle sized city-100,000 to 500,000 population
( ) e. Large city-over 500,000 population
( ) f. Suburb

79. What is your race?

( ) a. Negro
( ) b. Caucasian
( ) c. Mongolian
( ) d. American Indian

80. What is your father's occupation?

( ) a. Professional (such as minister, lawyer, doctor, teacher, editor, scientist, artist, musician, social worker)
( ) b. Business - managerial (such as business or industrial executive or owner)
( ) c. Clerical-sales
( ) d. Skilled labor
( ) e. Semi-skilled labor

What exactly is your father's occupation? ________

81. What is your mother's occupation?

( ) a. Professional
( ) b. Business-managerial
( ) c. Clerical-sales
( ) d. Skilled labor
( ) e. Semi-skilled labor
( ) f. full-time housewife

82. What was your mother's main occupation while you were growing up?

( ) a. Full-time homemaker
( ) b. Part-time homemaker; part-time worker outside the home
( ) c. Full-time worker outside the home
( ) d. Other: Please specify ________

83. Father's education: check only the highest level of education your father achieved.

( ) a. Less than 8th grade.
( ) b. 8th grade-less than high school graduation.
( ) c. Graduated from high school.
( ) d. One or two years of business or technical education past high school; no college education.
( ) e. One or two years of college.
( ) f. More than two years of college but did not graduate from college.
( ) g. Graduated from college.
( ) h. Master's degree, law degree, or theological degree.
( ) i. Doctoral degree or M.D.
( ) j. Other: What other? ____________________

84. Mother's education: check only the highest level of education your mother achieved.

( ) a. Less than 8th grade.
( ) b. 8th grade-less than high school graduation.
( ) c. Graduated from high school.
( ) d. One or two years of business or technical education past high school; no college education.
( ) e. One or two years of college.
( ) f. More than two years of college but did not graduate from college.
( ) g. Graduated from college.
( ) h. Master's degree, law degree, or theological degree.
( ) i. Doctoral degree or M.D.
( ) j. Other: What other? ____________________

85. What is your parents' income at present?

( ) a. Less than $5000 per year
( ) b. $ 5000 - $ 9999
( ) c. $10,000- 14,999
( ) d. 15,000- 19,999
( ) e. $20,000 - $24,999
( ) f. 25,000 - 29,999
( ) g. 30,000 - 34,999
( ) h. 35,000 or more

86. How old was your father when he got married?

( ) a. Less than 17
( ) b. 17, less than 19
( ) c. 19, less than 21
( ) d. 21, less than 23
( ) e. 23, less than 25
( ) f. 25, less than 27
( ) g. 27, less than 29
( ) h. 29, less than 31
( ) i. 31, less than 33
( ) j. 33 or more. How old?______

87. How old was your mother when she got married?

( ) a. Less than 17
( ) b. 17, less than 19
( ) c. 19, less than 21
( ) d. 21, less than 23
( ) e. 23, less than 25
( ) f. 25, less than 27
( ) g. 27, less than 29
( ) h. 29, less than 31
( ) i. 31, less than 33
( ) j. 33 or more. How old?______

88. How many brothers and sisters do you have?

( ) a. None
( ) b. One
( ) c. Two
( ) d. Three
( ) e. Four
( ) f. five
( ) g. Six
( ) h. Seven
( ) i. Eight
( ) j. More than eight.
How many? ______

89. What is the marital status of your parents at present?

( ) a. Married to each other
( ) b. Divorced
( ) c. Separated
( ) d. Father is dead
( ) e. Mother is dead
( ) f. Other: What other?

If your parents are divorced or separated, how old were you when this occurred? ______
If your mother is dead, how old were you when she died? _____
If your father is dead, how old were you when he died? _____

90. How would you rate the happiness of your parents' marriage?

( ) a. Happy most of the time.
( ) b. About an equal mixture of happiness and unhappiness.
( ) c. Unhappy most of the time.

91. How do you view your own childhood?

( ) a. Happy most of the time.
( ) b. About an equal mixture of happiness and unhappiness.
( ) c. Unhappy most of the time.

92. How do you view your own adolescence?

( ) a. Happy most of the time.
( ) b. About an equal mixture of happiness and unhappiness.
( ) c. Unhappy most of the time.

93. How old were you when you first asked a girl for a date?

( ) a. 10, less than 12
( ) b. 12, less than 14
( ) c. 14, less than 16
( ) d. 16, less than 18
( ) e. 18, less than 20
( ) f. 20, less than 22

94. How old were you when you first went steady? (i.e., went only with one girl, with at least two dates a week for at least three months at a stretch and had an understanding with her that she was your "steady.")

( ) a. 10, less than 12
( ) b. 12, less than 14
( ) c. 14, less than 16
( ) d. 16, less than 18
( ) e. 18, less than 20
( ) f. 20, less than 22

95. With how many different girls did you go steady? ______

96. How old were you when you first had nocturnal emission?

( ) a. 10, less than 12
( ) b. 12, less than 14
( ) c. 14, less than 16
( ) d. 16, less than 18
( ) e. 18, less than 20
( ) f. 20, less than 22

97. How old were you when you first kissed a girl, aside from at a "kissing game" party?

( ) a. 10, less than 12
( ) b. 12, less than 14
( ) c. 14, less than 16
( ) d. 16, less than 18
( ) e. 18, less than 20
( ) f. 20, less than 22

98. How old were you when you first had experience in pre-marital "light petting"? (i.e., touching a girl's breast)

( ) a. 10, less than 12
( ) b. 12, less than 14
( ) c. 14, less than 16
( ) d. 16, less than 18
( ) e. 18, less than 20
( ) f. 20, less than 22
( ) g. Does not apply; I did not engage in pre-marital light petting.

99. How old were you when you first had experience in pre-marital "heavy petting"? (genital contact, short of intercourse)

( ) a. 10, less than 12
( ) b. 12, less than 14
( ) c. 14, less than 16
( ) d. 16, less than 18
( ) e. 18, less than 20
( ) f. 20, less than 22
( ) g. Does not apply; I did not engage in heavy petting.

100. How old were you when you first had experience in pre-marital sexual intercourse?

( ) a. 10, less than 12
( ) b. 12, less than 14
( ) c. 14, less than 16
( ) d. 16, less than 18
( ) e. 18, less than 20
( ) f. 20, less than 22
( ) g. Does not apply; I did not engage in pre-marital intercourse.

101. How many times were you engaged, aside from your engagement to your present wife? ___

102. The length of engagement to my wife was:

( ) a. Does not apply; we were not engaged.
( ) b. Less than six months
( ) c. Six months to one year
( ) d. One year to 18 months
( ) e. 18 months to 2 years
( ) f. 2 years to 2½ years
( ) g. 2½ years to 3 years
( ) h. 3 years or more. How long? _______

103. Before I married my wife, I had known her:

( ) a.Less than 6 mos.
( ) b.6 mos. to 1 yr.
( ) c.1 yr. to 18 mos.
( ) d.18 mos. to 2 yrs.
( ) e.2 yrs.to 2½ yrs.
( ) f.2½ yrs.to 3 yrs.
( ) g.3 yrs.to 3½ yrs.
( ) h.3½ yrs.to 4 yrs.
( ) i.4 yrs.to 4½ yrs.
( ) j.4½ yrs.to 5 yrs.
( ) k.5 yrs.or more How many?_____

104. My mother's attitude towards our getting married while I or my wife were still in college was:

( ) a. Favorable
( ) b. Unfavorable
( ) c. Neutral
( ) d. Doesn't apply; Mother is not alive
( ) e. We didn't marry while in college

105. My father's attitude towards our getting married while I or my wife were still in college was:

( ) a. Favorable
( ) b. Neutral
( ) c. Unfavorable
( ) d. Doesn't apply; father is not alive
( ) e. We didn't marry while in college

106. My mother's attitude towards our marriage is now:

( ) a. More favorable than when we got married.
( ) b. About the same.
( ) c. Less favorable than when we got married.
( ) d. Doesn't apply; mother is not alive.

107. My father's attitude towards our marriage is now:

( ) a. More favorable than when we got married.
( ) b. About the same.
( ) c. Less favorable than when we got married.
( ) d. Doesn't apply; father is not alive.

108. The reason that my parents opposed our marriage was: (Check all that apply.)

( ) a. They did not oppose our marriage.
( ) b. They thought we should not get married until we were both through college.
( ) c. They thought we were too young.
( ) d. They objected to my future wife.
( ) e. They thought we could not finance it.
( ) f. Other: What other? ____________

109. What were your main reasons for marrying while one or both of you were still in college? (Check all that apply.)

( ) a. We thought that we could finance it with our own efforts.
( ) b. We thought we could finance it with the help of our parents.
( ) c. We were so attracted to each other that we could not stand the strain of not being married.
( ) d. My wife was pregnant.
( ) e. The future seems so uncertain that there seemed no point in waiting.
( ) f. We both thought that our marriage was more important than my finishing my education.
( ) g. We both thought that our marriage was more important than my wife's education.
( ) h. We didn't marry while we were in college.
( ) i. Other: What other?

____

110. If I had it to do over again, I would marry:

( ) a. When I did.
( ) b. Sooner than I did.
( ) c. After we finished our education.
( ) d. Other; What other? ________________

111. What problems were seriously upsetting to you during the past semester? (Check all that apply.)

( ) a. None
( ) b. Not enough money
( ) c. Conflict with my parents
( ) d. Conflict with my wife's parents
( ) e. Difficulties in sex adjustment
( ) f. Problems of child care
( ) g. Not enough time or energy
( ) h. Conflict with my wife
( ) i. Concern over my studies
( ) j. Other: What other? ______________

112. How would you rate the happiness of your marriage during the past week?

( ) a. Mostly happy
( ) b. Mostly unhappy
( ) c. About an equal mixture of happiness and unhappiness

113. In terms of what you expected from your marriage, would you say:

( ) a. It is better than expected
( ) b. It is about what was expected
( ) c. It is poorer than expected

114. What were the most satisfying aspects of your marriage during the past week?

( ) a. Shared companionship
( ) b. A sense of being loved and accepted
( ) c. Good living conditions
( ) d. Sex fulfillment
( ) e. Our children
( ) f. Creating a home together
( ) g. Greater motivation to study
( ) h. Nothing very satisfying
( ) i. Other: What other? ______________

115. Do you feel the need of information or counseling in certain areas of your marriage and adjustment? (Check all that apply.)

( ) a. No help needed
( ) b. Would like help from a professional marriage counselor
( ) c. Would like a college course in marriage and the family
( ) d. Would like informal discussion group on marriage adj.
( ) e. Would like informal discussion group on parent education
( ) f. Would like access to good books on marriage and the family
( ) g. Other: What other? ______________

OUTLINE FOR PERSONAL INTERVIEWS

INTERVIEW CONTENT

Marrieds (read filled in questionnaire first, but don't "let on" that you have, as supposedly anonymous)

I. Current Life Situation

1. How long married--did you marry before college, during college, or after one had finished?
2. If one mate not in college now and not a college graduate, why not going on with education?
    - a. For those who are continuing, why? When educational gap between mates--how do they feel about it?
    - b. For those who started college education after marriage what induced them to do this?
    - c. How feel about educational experience now--values and attitudes towards education.
    - d. Do mates discuss content of education with each other?
    - e. What is eventual goal as mates and as individuals?
    - f. Do they plan graduation? Can they see their way clear to this?
    - g. Affiliation with campus groups--fraternity, sorority, teams, clubs.
    - h. To what extent are parents in the picture? Of each mate.
        - (1) Parent attitude towards their marriage and education
        - (2) Parents' help?
        - (3) Attitude towards parents?
    - i. How handle domestic tasks and attitudes on type tasks?
    - j. How is money handled?
    - k. How are decisions made?
    - l. Do they think University gives enough help to married students?

II. Past History

- a. In what ways do they want marriage and family life to be like and unlike that of their parents? Vocational life: like and unlike that of parents? What clues can you pick up re dynamics of family of origin?

    Sibling? Age, sex, marital status, education?

b. Work history of both. Military history?

III. Couples with Children

1. Ages, sex, number of children

2. Arrangement for their care

3. Apparent (expressed and implied) parent attitudes toward children

4. Health, behavior, personality children (pick up all you can readily get)

5. Hopes and fears for children. Any special problems they mention?

6. How do they think parenthood and being a student mix--assets and liabilities for themselves and their children?

7. Do they want pamphlets on child care--what, particularly? Would they like a discussion on children? Our department can furnish a speaker if they can work out time, place, group and topic. I, out of gratitude for their help on project, will give them pamphlets on children if they wish. Such topics as: discipline, sex education, sibling rivalry, children's fears, etc.

IV. Personality Assessment on All Interviewees

1. Estimate, from all clues, of maturity level

   a. Ego strength--self-concept, degree self-acceptance, evidence of defensiveness, evidence of effective reality assessment and reality coping.

   b. Maturity

      (1) Evidences of dependence-independence balance
      (2) Impulse-control
      (3) Flexibility
      (4) Realistic, well-defined goals
      (5) Integrated value system
      (6) Evidences of creativity

   c. Appropriate sex identification

      (1) Role clarity and performance
      (2) Evidences of appropriate identification
      (3) Mate interaction pattern on dominance-submission, independence-dependence, sadism-masochism, competition-cooperation.

   d. Evidence of defenses

      (1) To what extent seem to be used?
      (2) What types of defenses predominant, sublimation, conversion, withdrawal, aggression, reaction formation, humor, intellectualization, compensation

2. What "general personality type" would you say person has

   a. responsive, socialized, outgoing, self-sufficient

   b. creative, impulsive, aggressive

   c. dominant, narcissistic

   d. hostile, anti-authoritarian, critical, aggressive

   e. withdrawn, timid, repressed

   f. cautious, deferent, constricted, overly-controlled, conforming

DESCRIPTION OF THE ACTIVITY INDEX

The Stern's Activities Index is based on Murray's constructs for classifying psychogenic needs. These constructs are

> "identified with a force (the physio-chemical nature of which is unknown) in the brain region, a force which organizes perception, apperception, intellection, conation, and action in such a way as to transform in a certain direction an existing, unsatisfying situation."

These needs have two major characteristics: they represent goals or purposes which an interaction serves for the individual and they are revealed in the modes of behavior employed by the individual.

The test (group-administered) is of a forced choice nature, asking the individual to indicate on a special answer sheet whether he likes or dislikes a certain activity, on the assumption that interest in an activity reflects an underlying personality need. According to the author, Dr. George Stern, "the relationship between these choices and actual behavior will be imperfect, for a variety of reasons, but may nevertheless prove to be a useful approximation" of the individual's interaction characteristics.

First called an Interest Index, it was constructed in 1950-51 from a pool of over a thousand items describing commonplace daily activities and feelings which "appeared to represent unambiguous manifestations of need processes." Eight psychologists independently coded these items, and the Index was assembled from those items unanimously considered to be diagnostic of specific elements in the need taxonomy. This instrument, at first consisting of 400 items, went through several revisions and was used in a number of assessment studies.

> "These studies revealed (a) unique configurations of needs as measured by the Index for groups of graduate students in theology, teacher-training, and physics, (b) correspondence between the Index configurations and independent analyses of Rorschach, TAT and Sentence Completion protocols, and (c) psychological meaningfulness of the needs patterns specific to each group."

The test was shortened to 300 items in 1953 and renamed the Activities Index. It has been revised several times since then and still remains in the experimental stage. The last item analysis completed in 1958 indicates that no further item reviews will be necessary. It has been used primarily with college-age adolescents, although it can be used with individuals ranging from the Junior High level and up.

Forty-two needs are identified in the Activities Index with distinguishable patterns of manifest behavior. Based on statistical analyses of intercorrelations of these needs, eleven clusters of needs were evolved, the first nine of which may be depicted on the circumplex model (Diagnostic Summary Form) on page 308. The clusters are not statistically independent of one another but are systematically related: adjacent clusters are more related to one another than distant ones, and the end of the series reverts back to the beginning again. Common needs scales tie each pair of neighboring clusters together.

> "The Diagnostic Summary form is essentially a visual representation of the circumplex in terms of its basic elements. Interpretation of the needs scales represented on each cluster strongly suggests this space to represent a 360 degree spectrum of interpersonal trends, reflecting personality characteristics in terms of a continuum ranging from extreme inhibition and withdrawal through increasing degrees of socially responsive behavior and terminating in extreme hostility and detachment."

Two other clusters, aside from those depicted on the circumplex were statistically isolated, which are essentially cognitive in orientation. They are presented at the bottom of the Diagnostic Summary Form. These clusters, 4b and 4c, are related to each other, although isolated from the circumplex. They are not included in the computation of the vector.

The needs identified by the Activities Index are presented below in terms of the cluster and area to which they belong. An area of needs is made up of three clusters that are theoretically and statistically related.

The Activities Index, which may be machine-scored, yields a numerical score from 0-10 for each needs scale. Thus, forty-two scores are available for each individual tested. These needs scores, by simple addition, may be compiled into scores for each of the eleven clusters. Group scores, therefore, may be computed for each needs scale and each cluster by finding the group mean for each. Such mean scores are amenable to statistical tests of significant difference.

Reliability of the Index has been established in three studies, involving 183 persons. Cluster reliabilities (uncorrected for attentuation) average .69. This reliability was established through measures of internal consistency on test results for 1,993 college undergraduates. It is clear that further work is needed to more definitely establish the reliability of this instrument. Such research is now in progress.

The validity of this test is not yet completely established. Recent research studies indicate that it has a high degree of consistency with: independent analyses for Rorschach, TAT and Sentence Completion protocols; (5); expert judgments (5); peer judgment; relation with other measures and criteria. (See special bibliography.)

One of the outstanding advantages of the Activities Index is that it is a subtle instrument which asks the persons being tested what activities they enjoy, rather than what their needs or problems are. This presumably arouses less anxiety and defensiveness. The social acceptability of the items has been judged by 250 college students and it has been found that these persons considered most of the 300 statements to be moderately acceptable. None of them compelled a distinct general acceptance or rejection.

The reading level of this test has been judged, by experts in the field, to be appropriate for persons in the seventh grade and higher.

PERSONALITY NEEDS, CLUSTERS OF NEEDS AND AREAS OF CLUSTERS THAT COMPOSE THE ACTIVITIES INDEX

Area I: Assertive-Impulsive

Cluster 1a: Critical-Independent
Needs: Autonomy, disjunctivity, and aggression
Cluster 1b: Aggressive-Ascendant
Needs: Aggression, domination, narcissism, fantasied achievement, ego-achievement and exhibitionism
Cluster 1c: Demonstrative-Emotional
Needs: Exhibitionism, impulsivity, emotionality, sentience, and sex

AREA II: Cooperative-Composed

Cluster 2a: Outgoing-Sociable
Needs: Sex, change, play, pragmatism, affiliation
Cluster 2b: Responsive-Self-sufficient
Needs: Affiliation, succorance, nurturance
Cluster 2c: Dependent-Deferent
Needs: Nurturance, adaptability, abasement, deference

Area III: Submissive-Restrained

Cluster 3a: Cautious-Controlled
Needs: Deference, order, blamavoidance
Cluster 3b: Timid-Apprehensive
Needs: Blamavoidance, infavoidance, passivity, harmavoidance
Cluster 4a: Inhibited-Withdrawn
Needs: Harmavoidance, deliberation, placidity, prudery, sameness, rejection
Cluster 4b: Persistence-Striving
Needs: Ego-achievement, counteraction, energy, understanding, achievement, conjunctivity
Cluster 4c: Theoretical-Intellectual
Needs: Ego-achievement, reflectiveness, humanism, understanding, scientism, objectivity

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Clusters 4b and 4c do not belong to an area of clusters.

ACTIVITIES INDEX

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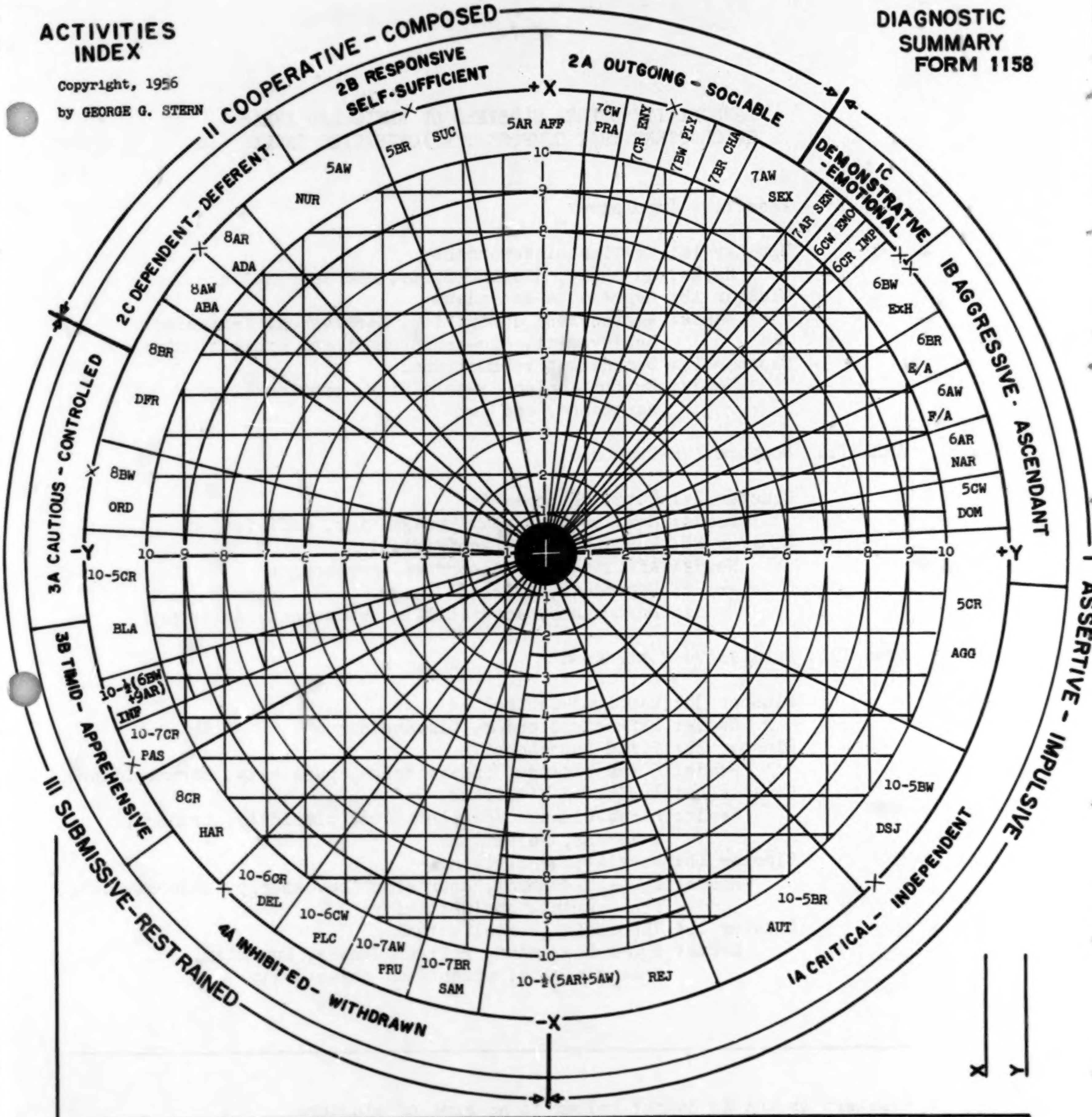
by GEORGE G. STERN

DIAGNOSTIC SUMMARY FORM 1158


II COOPERATIVE - COMPOSED
2B RESPONSIVE SELF-SUFFICIENT
2A OUTGOING - SOCIABLE
IC DEMONSTRATIVE -EMOTIONAL
IB AGGRESSIVE - ASCENDANT
I ASSERTIVE - IMPULSIVE
IA CRITICAL - INDEPENDENT
4A INHIBITED - WITHDRAWN
III SUBMISSIVE-RESTRAINED
3B TIMID - APPREHENSIVE
3A CAUTIOUS - CONTROLLED
2C DEPENDENT - DEFERENT
+X
-X
+Y
-Y
5AR AFF
5BR SUC
5AW NUR
8AR ADA
8AW ABA
8BR DFR
8BW ORD
10-5CR BLA
10-½(6BW+9AR) INF
10-7CR PAS
8CR HAR
10-6CR DEL
10-6CW PLC
10-7AW PRU
10-7BR SAM
10-½(5AR+5AW) REJ
10-5BR AUT
10-5BW DSJ
5CR AGG
5CW DOM
6AR NAR
6AW F/A
6BR E/A
6BW ExH
6CR IMP
6CW EMO
7AR SEN
7AW SEX
7BR CHA
7BW PLY
7CR ENY
7CW PRA
1 2 3 4 5 6 7 8 9 10
X
Y

6BR E/A		6BR E/A
9AR CTR		9BR REF
7CR ENY		9BW HUM
	10 — 9 — 8 — 7 — 6 — 5 — 4 — 3 — 2 — 1 — 0 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10	
8CW UND		8CW UND
9AW ACH		9CR SCI
5BW CNJ		9CW OBJ
4B PERSISTENCE — STRIVING		4C THEORETICAL — INTELLECTUAL

NAME

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(High School, College, Evening College)

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TABLE M-1

COLLEGE YEAR OF THE MALE GROUPS AT TIME OF STUDY

GROUP NUMBER	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Freshman	30	7	-	10	7	6
Sophomore	28	12	15	10	7	19
Junior	19	14	15	12	14	13
Senior	23	67	69	67	71	63
TOTAL PER CENT	100	100	99	99	99	101

TABLE M-2

NUMBER OF CREDIT HOURS FOR WHICH THE MALE GROUPS WERE ENROLLED

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Number credit hours per typical semester						
19-21	7	7	15	2	7	6
16-18	63	40	31	46	38	44
13-15	28	41	46	37	38	44
10-12	2	4	4	4	7	-
7- 9	-	7	4	8	7	6
4- 6	-	-	-	-	-	-
1- 3	-	1	-	2	2	-
MEDIAN	16.5	15.3	15.3	15.3	15.1	16.5
TOTAL PER CENT	100	100	99	99	101	100
x^2 =	5.5					.2
d.f. =	1					1
p. =	.05					n.s.

TABLE M-3

COLLEGE OF ENROLLMENT WITHIN SYRACUSE UNIVERSITY OF MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Liberal Arts	40	28	38	16
Business Administration	15	19	17	22
Engineering	17	18	17	19
Forestry	15	14	14	13
Fine Arts	7	8	7	9
Architecture	4	6	5	6
Education	-	4	-	9
Speech and Drama	2	1	2	-
Journalism	-	1	-	3
University College	-	1	-	3
TOTAL PER CENT	100	100	100	100

TABLE M-4

HIGHEST LEVEL OF EDUCATION COMPLETED BY MALE GROUPS AT TIME OF STUDY

Group Number	Single Men Students (N=47) (M-1a)	Married Men Students (N=74) (M-1b)
Twelfth grade	24	5
First year college	26	7
Second year college	20	18
Third year college	26	58
Other	4	12
TOTAL PER CENT	100	100

TABLE M-5

COLLEGE DEGREE BEING SOUGHT BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Bachelor's Degree	98	98	95	100
Associate of Arts or Science	2	1	2	-
Not seeking a degree	-	1	2	-
TOTAL PER CENT	100	100	99	100

TABLE M-6

GRADUATE DEGREE TO BE SOUGHT BY MALE GROUPS WITHIN NEAR FUTURE

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Doctoral, law, theological degree and other advanced work	32	12	19	10	17	6
Master's degree	36	41	23	50	45	34
Do not plan to go on	32	47	58	40	38	59
TOTAL PER CENT	100	100	100	100	100	99
x^2 =	7.4		4.6	5.19	3.9	
d.f. =	2		2	2	2	
p. =	.05		n.s.	n.s.	n.s.	

TABLE M-7

EXPRESSED ATTITUDE OF MALE GROUPS TOWARDS IMPORTANCE OF OBTAINING A BACHELOR'S DEGREE

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Primary importance	51	65	74	55
Important	49	35	26	45
Somewhat important	-	-	-	-
Not important	-	-	-	-
TOTAL PER CENT	100	100	100	100
x^2 =	2.6		2.8	
d.f.=	1		1	
p. =	n.s.		n.s.	

TABLE M-8

EXPRESSED ATTITUDES OF MALE GROUPS TOWARDS IMPORTANCE OF A BACHELOR'S DEGREE FOR WIVES

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=57) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=31) (M-3b)
Primary importance	9	14	7	16
Important	38	23	19	16
Only somewhat important	30	26	26	13
Unimportant	23	37	17	29
TOTAL PER CENT	100	100	100	100
x^2 =	4.4		1.6	
d.f. =	3		2	
p. =	n.s.		n.s.	

TABLE M-9

EXPRESSED ATTITUDES OF MALE GROUPS TOWARDS THE IMPORTANCE OF A GRADUATE DEGREE FOR THEMSELVES

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-2b)
Primary importance	17	14	10	19
Important	40	50	64	31
Only somewhat important	28	28	24	34
Unimportant	15	8	2	16
TOTAL PER CENT	100	100	100	100
x^2 =	2.0		7.9	
d.f. =	3		2	
p. =	n.s.		.05	

TABLE M-10

EXPRESSED ATTITUDES OF MALE GROUPS TOWARDS THE IMPORTANCE OF A GRADUATE DEGREE FOR THEIR WIVES

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=71) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=31) (M-3b)
Primary importance	-	-	5	6
Important	13	17	12	10
Only somewhat important	38	23	19	26
Unimportant	49	60	62	55
My wife already has a graduate degree	-	-	2	3
TOTAL PER CENT	100	100	100	100
x^2 =	3.4		0	
d.f. =	2		1	
p =	n.s.		n.s.	

TABLE M-11

EXPRESSED ATTITUDE OF MALE GROUPS TOWARDS THE IMPORTANCE OF COLLEGE GRADES

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Strive to obtain highest marks	51	46	45	47
Strive to obtain good marks or satisfied if make minimum requirements	49	54	55	53
Marks are unimportant	-	-	-	-
TOTAL PER CENT	100	100	100	100
x^2 =	.3		0	
d.f. =	1		1	
p. =	n.s.		n.s.	

TABLE M-12

MALE GROUP RESPONSES AS TO THEIR CHIEF REASON FOR GOING TO COLLEGE

Group Number	Single Men Students (N=47) (M-1a)
Mostly to please myself	93
Mostly to please my parents	7
Mostly to please my girl friend	-
Mostly to please parents and girl friend	-
TOTAL PER CENT	100

TABLE M-13

CHIEF VALUE OF A COLLEGE EDUCATION AS PERCEIVED BY MALE GROUPS

GROUP NUMBER	SINGLE MEN STUDENTS (N=47) (M-1a)	MARRIED MEN STUDENTS All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
General education	23	33	38	29	31	34
Education for family and community living	-	12	8	15	12	13
Preparation for business or professional degree	77	54	54	54	55	53
Making right friends	-	-	-	-	-	-
Acquiring social polish	-	-	-	-	-	-
Living away from home	-	-	-	2	2	-
TOTAL PER CENT	100	100	100	100	100	100
x^2 =	8.8		4	1.1	0	
d.f. =	2		1	2		
p. =	.05		.05	n.s.	n.s.	

TABLE M-14

RATING OF QUALITY OF COLLEGE EXPERIENCE BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Fathers (N=41) (M-3a)	Not Fathers (N=32) (M-3b)
Better than anticipated	34	26	29	25
About as good as expected	47	53	49	56
Poorer than anticipated	19	21	22	19
TOTAL PER CENT	100	100	100	100
x^2 =	.9		.4	
d.f. =	2		2	
p. =	n.s.		n.s.	

TABLE M-15

REASON GIVEN BY MARRIED MALE GROUPS FOR LEAVING COLLEGE BEFORE GRADUATION

	MARRIED MEN STUDENTS		
Group Number	All Married (N=70) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=44) (M-2b)
No interruption	74	85	68
Left college because of getting married	1	4	-
Left college for other reasons	25	12	32
TOTAL PER CENT	100	101	100
x^2 = d.f. = p. =			2.3 1 n.s.

TABLE M-16

MOST IMPORTANT FUTURE CAREER FACTORS AS PERCEIVED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=41) (M-3a)	Not Fathers (N=32) (M-3b)
High salary or prestige	41	16	15	17	15	19
Employment security	17	18	15	19	22	13
Opportunity to serve community	9	8	4	10	12	3
Opportunity for creative independent work	33	58	65	54	51	66
Short work week	-	-	-	-	-	-
TOTAL PER CENT	100	100	99	100	100	101
x^2 =	12.7		5.2		.2	
d.f. =	3		1		1	
p. =	.01		n.s.		n.s.	

TABLE M-17

AGE IN YEARS OF MALE GROUPS AT TIME OF STUDY

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS						
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
34 and older	-	3	-	4	5	-	3	3
32-22	-	1	-	2	2	-	-	3
30-31	-	7	-	10	12	-	5	9
28-29	2	8	-	12	10	6	-	17
26-27	2	26	-	40	33	16	18	34
24-25	-	20	-	31	19	22	13	29
22-23	4	19	54	-	12	28	31	6
20-21	43	16	46	-	7	28	31	-
18-19	45	-	-	-	-	-	-	-
Less than 18	4	-	-	-	-	-	-	-
MEDIAN	20.1	25.5	21.6	26.5	26.2	23.1	22.8	26.4
TOTAL PER CENT	100	100	100	99	100	100	101	101
x^2 =	5.7				10.8			
d.f. =	1				1			1
p. =	.01				.01			.01

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TABLE M-19a

LENGTH OF MARRIAGE, IN YEARS, OF STUDENT HUSBANDS

GROUP NUMBER	MARRIED MEN STUDENTS				
	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
9 or more years	3	-	4	5	-
8 years	4	-	6	7	-
7 years	3	-	4	5	-
6 years	5	-	8	10	-
5 years	9	-	15	12	6
4 years	5	-	8	7	3
3 years	11	12	10	14	6
2 years	22	19	23	29	13
1 year	26	38	19	12	44
Less than 1 year	12	31	2	-	28
MEDIAN	2.5	1.5	3.6	3.1	1
TOTAL PER CENT	100	101	99	101	100
x^2 =			15.1		17.8
d.f. =			1		1
p. =			.01		.01

TABLE M-19b

PLANNED DATE OF FUTURE MARRIAGE BY SINGLE MEN STUDENTS

Group Number	Single Men Students (N=47) (M-1a)
Have no definite plans for marriage	81
Date of anticipated marriage	
1961	2
1962	6
1963	6
1964	5
TOTAL PER CENT	100

TABLE M-20a

PREVIOUS MARRIAGES OF STUDENT HUSBANDS

Group Number	Married Men Students (N=74) (M-1b)
Never married before	96
Divorced from first wife	3
First wife died	1
TOTAL PER CENT	100

TABLE M-21a

TIME OF MARRIAGE BY HUSBAND GROUPS IN REFERENCE TO COLLEGE CAREER

	MARRIED MEN STUDENTS				
GROUP NUMBER	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Married before college	34	19	42	40	25
Freshman	5	4	6	10	-
Sophomore	19	19	19	24	13
Junior	20	31	15	12	31
Senior	7	19	-	-	16
Married after graduation from college	7	4	8	2	6
Not in college when married (had dropped out)	8	4	10	12	9
TOTAL PER CENT	100	100	100	100	100
x^2 =			11.8	12.8	
d.f. =			3	2	
p. =			.01	.01	

TABLE M-21b

MARRIAGE PLANS OF SINGLE MEN STUDENTS IN REFERENCE TO COLLEGE CAREER

Group Number	Single Men Students (N=47) (M-1a)
No plans for marriage at present	68
Plan to be married during senior year	2
Plan to be married after graduation	30
TOTAL PER CENT	100

TABLE M-22a

HUSBAND'S AGE AT MARRIAGE

GROUP NUMBER	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
	M A R R I E D	M E N	S T U D E N T S		
Over 30	1	-	2	2	-
28-29	1	-	2	2	-
26-27	4	-	6	5	3
24-25	11	-	17	10	13
22-23	30	8	42	33	25
20-21	42	73	25	31	56
(19-20)					
18-19	11	19	6	17(19-20)	3(19-20)
MEDIAN	(20-21)	20.3	22.4	21.6	21.2
TOTAL PER CENT	100	100	100	100	100
x^2 =			23.7	.9	
d.f. =			1	1	
p. =			.01	n.s.	

TABLE M-22b

ANTICIPATED AGE AT MARRIAGE OF SINGLE MEN STUDENTS

Group Number	Single Men Students (N=47) (M-1a)
28-29	2
26-27	-
24-25	7
22-23	19
20-21	11
No plans for marriage	61
TOTAL PER CENT	100

TABLE M-23a

NUMBER OF CHILDREN IN FAMILIES OF MARRIED COLLEGE STUDENTS

Group Number	MARRIED MEN STUDENTS		
	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
5 children	1	-	2
4 children	1	-	2
3 children	3	-	4
2 children	22	8	29
1 child	30	23	33
no children	43	69	29
MEDIAN	.72	-	1
TOTAL PER CENT	100	100	99

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TABLE M-25a

STUDENT HUSBANDS AND WIVES LIVING AND NOT LIVING IN SAME HOUSING UNIT

Group Number	Married Men Students (N=74) (M-1b)
Living with wife	99
Not living with wife since she attends another college	1
TOTAL PER CENT	100

TABLE M-26

TYPE OF HOUSING UNIT OCCUPIED BY MALE GROUPS

GROUP NUMBER	SINGLE MEN STUDENTS (N=47) (M-1a)	MARRIED MEN STUDENTS		
		All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Married student housing	-	58	67	47
Rented house or apartment	2	24	12	44
Living with parents or relatives	32	7	7	6
Men's dormitory or fraternity	66	-	-	-
House trailer	-	1	2	-
Own our own home	-	9	12	3
TOTAL PER CENT	100	100	100	100
x^2 =			2.9	
d.f. =			1	
p. =			n.s.	

TABLE M-27

PERCEIVED ADEQUACY OF HOUSING AS JUDGED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Very adequate	55	37	26	50
Adequate	39	54	60	47
Inadequate	9	6	14	3
TOTAL PER CENT	103	97	100	100
x^2 =		3.2	4.4	
d.f. =		2	1	
p. =		n.s.	.05	

TABLE M-28a

MONTHLY RENTAL PAID FOR HOUSING BY MALE GROUPS

	MARRIED MEN STUDENTS		
GROUP NUMBER	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
$135 or more	1	2	-
120 - 134	1	2	-
105 - 119	3	2	3
90 - 104	4	5	3
75 - 89	15	5	28
60 - 74	6	-	13
45 - 59	55	69	38
30 - 44	8	5	13
15 - 29	3	2	3
14 or less	4	7	-
MEDIAN	$ 54	$ 52	$ 58
TOTAL PER CENT	100	99	101
x^2 =		2.0	
d.f. =		1	
p. =		n.s.	

PRECEDING PAGE MISSING

TABLE M-30

NUMBER OF HOURS MALE STUDENTS WERE GAINFULLY EMPLOYED PER WEEK DURING FALL SEMESTER 1960

GROUP NUMBER	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
	(N=47) (M-1a)	All Married (N=47) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
20 or more hours	2	26	15	31	40	6
10-19 hours	17	23	27	21	12	38
1- 9 hours	6	19	31	12	21	16
Not employed	75	32	27	35	26	41
TOTAL PER CENT	100	100	100	99	99	101
x^2 =	23.8			5.27	15.0	
d.f. =	3			3	3	
p. =	.01			n.s.	.01	

TABLE M-31

TYPE OF OCCUPATION IN WHICH MALE GROUPS WERE GAINFULLY EMPLOYED DURING THE FALL 1960 SEMESTER

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=47) (M-2b)
Professional	-	8	8	8
Managerial	-	5	8	4
Clerical or sales work	4	19	27	15
Skilled Laborer	4	17	19	15
Semi-skilled or unskilled labor	17	17	8	21
Not employed	75	34	31	35
TOTAL PER CENT	100	100	101	98
x^2 =	23.5			3.2
d.f. =	2			2
p. =	.01			n.s.

TABLE M-32

AVERAGE HOURLY PAY EARNED BY MALE GROUPS DURING THE FALL SEMESTER OF 1960

Group Number	Single Men Students (N-47) (M-1a)	Married Men Students (N=74) (M-1b)
$4.50 or more per hour	-	2
4.00 - 4.99 per hour	-	2
3.50 - 3.99 per hour	-	2
3.00 - 3.49 per hour	-	4
2.50 - 2.99 per hour	8	10
2.00 - 2.49 per hour	-	20
1.50 - 1.99 per hour	8	18
1.00 - 1.49 per hour	59	38
Less than $1.00 per hour	25	4
MEDIAN	$1.21	$1.72
TOTAL PER CENT	100	100
x^2 =	6.6	
d.f. =	1	
p. =	.05	

TABLE M-33

EMPLOYMENT STATUS OF MALE GROUPS DURING THE SUMMER OF 1960

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Unemployed	15	7	-	10
Employed: part-time	17	7	4	8
full-time (1-2 mos.)	4	2	-	4
full-time (2-3 mos.)	19	11	12	10
full-time (3 or more months)	45	73	85	67
TOTAL PER CENT	100	100	101	99
x^2 =	10.1			2.75
d.f. =	4			1
p. =	.05			n.s.

TABLE M-34

TOTAL EARNINGS OF MALE GROUPS DURING THE SUMMER OF 1960

Group Number	Single Men Students (N=47) (M-1a)	Married Men Students (N=74) (M-1b)
$2,400 - $2,899	-	3
1,900 - 2,399	-	4
1,400 - 1,899	14	7
1,050 - 1,399	5	14
900 - 1,049	9	25
750 - 899	2	13
600 - 749	9	13
450 - 599	16	4
300 - 499	14	7
150 - 299	7	3
1 - 149	11	-
Nothing	11	7
Room and board, but no cash	2	-
MEDIANS	$503	$907
TOTAL PER CENT	100	100
x =	21.6	
d.f. =	1	
p. =	.01	

TABLE M-35

TYPE OF OCCUPATION IN WHICH MALE GROUPS WERE EMPLOYED DURING THE SUMMER 1960

GROUP NUMBER	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Professional	6	15	19	12
Managerial	4	5	8	4
Clerical-sales	11	9	4	12
Camp counselor, life guard,etc.	9	1	-	2
Skilled labor	15	24	27	23
Semi-skilled labor	40	39	42	37
Unemployed	15	5	-	8
TOTAL PER CENT	100	98	100	98
x^2 =	4.2			.08
d.f. =	2			2
p. =	n.s.			n.s.

TABLE M-36

CASH AVAILABLE TO MARRIED MALES DURING THE FALL SEMESTER OF 1960 AFTER PAYMENT OF COLLEGE TUITION AND FEES

GROUP NUMBER	MARRIED MEN STUDENTS		
	All Married (N=71) (M-1b)	Fathers (N=41) (M-3a)	Not Fathers (N=30) (M-3b)
$3,500 or more	3	5	-
3,000 - 3,499	-	-	-
2,500 - 2,999	4	2	7
2,000 - 2,499	8	12	3
1,500 - 1,999	11	7	17
1,000 - 1,499	18	20	17
500 - 999	30	22	40
0 - 499	23	29	13
Wife was living in separate household	3	2	3
MEDIAN	$940	$944	$937
TOTAL PER CENT	100	99	100
x^2 =		-	
d.f. =		1	
p. =		n.s.	

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TABLE M-37

EXTENT OF FINANCIAL SUPPORT BY PARENTS OF MALE GROUPS DURING THE FALL SEMESTER OF 1960

GROUP NUMBER	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Regular continuing support (cash, tuition, housing, etc.)	88	23	46	10	17	31
Occasional support	6	27	27	27	26	28
No support received	6	50	27	62	57	41
TOTAL PER CENT	100	100	100	99	100	100
x^2 =	47.7		14.2	58.7	2.7	
d.f. =	2		1	4	2	
p. =	.01		.01	.01	n.s.	

TABLE M-38a

AMOUNT OF CASH CONTRIBUTION BY PARENTS OF MARRIED MALE STUDENTS DURING THE FALL SEMESTER OF 1960

GROUP NUMBER	MARRIED MEN STUDENTS		
	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
$3,000 - 3,499	1	4	-
2,500 - 2,999	-	-	-
2,000 - 2,499	-	-	-
1,500 - 1,999	-	-	-
1,000 - 1,499	9	15	6
500 - 999	10	19	4
1 - 499	19	19	19
No cash received	61	42	71
TOTAL PER CENT	100	99	100
x^2 =			9.1
d.f. =			1
p. =			.01

TABLE M-38b

EXTENT TO WHICH PARENTS OF SINGLE MALE STUDENTS PAID FOR COLLEGE EXPENSES DURING THE FALL SEMESTER OF 1960

Group Number	Single Men Students (N=36) (M-1a)
Parents pay everything (tuition, room and board, clothing, spending money, etc.)	39
Pay three-fourths of expenses	25
Pay between one-half and three-fourths	14
Pay between one-fourth and one-half	3
Pay some, but less than one-fourth	14
Parents pay nothing	5
TOTAL PER CENT	100

TABLE M-39

ALL SOURCES OF INCOME OF MALE GROUPS DURING THE FALL SEMESTER OF 1960

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
		All Married	Under Age 24	Over Age 24
GROUP NUMBER	N=47 M-1a	N=74 M-1b	N=26 M-2a	N=48 M-2b
Contributions from parents	51	77	85	73
Personal savings	47	28	50	17
Veteran's benefits	4	42	4	62
Scholarship and other	32	25	39	18
Loans	9	34	35	33
Earnings from own employment	51	77	85	73
Earnings from wife's employment	-	67	69	67
TOTAL PER CENT	226	321	355	303

TABLE M-40

LARGEST SINGLE SOURCE OF INCOME OF MALE GROUPS DURING THE FALL SEMESTER OF 1960

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Contribution from parents	68	11	27	2	5	19
Personal savings	2	3	-	4	4	-
Veteran's benefits	4	12	-	19	17	6
Scholarship and other	11	4	8	6	5	6
Loans	4	8	15	4	10	6
Earnings from own employment	11	18	15	19	29	3
Earnings from wife's employment	-	44	35	49	32	59
TOTAL PER CENT	100	100	100	100	100	100

TABLE M-41

PERCEIVED ADEQUACY OF INCOME DURING FALL SEMESTER OF 1960 AS JUDGED BY MALE GROUP

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
		All Married	Under Age 24	Over Age 24	Fathers	Not Fathers
	(N=47)	(N=74)	(N=26)	(N=48)	(N=42)	(N=32)
GROUP NUMBER	(M-1a)	(M-1b)	(M-2a)	(M-2b)	(M-3a)	(M-3b)
More than adequate	26	11	12	10	10	13
Adequate	60	47	58	42	40	56
Slightly inadequate	6	32	19	40	33	31
Very inadequate	8	10	12	8	17	-
TOTAL PER CENT	100	100	101	100	100	100
x^2 =	13.4			2.0	2.6	
d.f. =	3			1	1	
p. =	.01			n.s.	n.s.	

TABLE M-42a

PERCEIVED DIFFICULTY OF MEETING CATEGORIZED EXPENSES DURING FALL SEMESTER OF 1960 AS REPORTED BY MALE GROUPS

	MARRIED MEN STUDENTS		
Group Number	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
No particular difficulty	47	38	59
Difficult to find money for recreation	36	43	28
Difficult to pay for:			
medical care	23	29	16
tuition and other college costs	22	29	13
clothing	15	24	16
housing needs	9	12	6
furniture & household equipment	7	10	3
food	5	7	3
loans, insurance, car repair	9	7	9
TOTAL PER CENT	173	199	153

TABLE M-43

ITEMS BEING PURCHASED BY MALE GROUP ON THE INSTALLMENT PLAN DURING THE FALL SEMESTER OF 1960

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Not buying anything on time	98	49	40	66
Automobile	2	53	33	7
Furniture and household equipment	-	69	36	31
Other (clothing, house, etc.)	-	38	19	19
TOTAL PER CENT	100	160	123	128
x^2 = d.f. = p. =			4.6 1 .05	

TABLE M-44

TOTAL AMOUNT OF INDEBTEDNESS OF MALE GROUPS FOR ITEMS BEING PURCHASED ON INSTALLMENT PLAN

GROUP NUMBER	SINGLE MEN STUDENTS (N=36) (M-1a)	MARRIED MEN STUDENTS All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
$3,500 or more	-	8	12	3
3,000 - 3,499	-	3	2	3
2,500 - 2,999	-	5	5	6
2,000 - 2,499	2	4	5	3
1,500 - 1,999	6	11	14	6
1,000 - 1,499	6	15	14	16
500 - 999	-	9	12	6
1 - 499	6	18	14	22
No indebtedness	80	27	21	34
MEDIAN	-	$785	$1,083	$ 358
TOTAL PER CENT	100	100	99	99
x^2 =	23.8		2.0	
d.f. =	1		1	
p. =	.01		n.s.	

TABLE M-45a

ATTITUDE OF HUSBANDS TOWARDS WIFE'S EMPLOYMENT DURING FALL SEMESTER OF 1960

	MARRIED MEN STUDENTS		
Group Number	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Glad that she worked; she was simply doing her share	23	19	25
Did not particularly like her working; but it was essential	42	46	40
I was against her working but she insisted upon it	1	-	2
I didn't care one way or the other	1	-	2
Wife was not working	33	35	31
TOTAL PER CENT	100	100	100

TABLE M-46

ATTITUDES OF MALE.GROUPS TOWARDS WIFE'S FUTURE EMPLOYMENT

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Prefer wife not to work	30	35	27	40
Prefer wife not to work when children are young, but all right later	17	22	12	27
Could work part-time even while children are young	2	3	8	-
Wife should work until we have children but not afterwards	30	13	23	8
Wife should make own decision	21	26	31	23
Other	-	1	-	2
TOTAL PER CENT	100	100	101	100
x^2 =	4.6			1.2
d.f. =	3			1
p. =	n.s.			n.s.

TABLE M-47

PERCEIVED IMPORTANCE OF HUSBAND'S FUTURE CAREER COMPARED TO THAT OF WIVES AS RATED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
My career is more important than my wife's	72	69	77	65
My career is somewhat more important	15	12	8	15
Our careers are equally important	13	18	15	19
My wife's career is more important	-	1	-	2
TOTAL PER CENT	100	100	100	101
x^2 = d.f. = p. =	.9 2 n.s.			1.2 1 n.s.

TABLE M-48

VALUES OF A WIFE'S EDUCATION AS PERCEIVED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Don't particularly want wife to have college education	19	34	31	35
It would give us more interests in common	19	22	23	21
Educated wife is a social and/or career asset to husband	4	9	12	8
Educated wife is a more effective mother and homemaker	50	22	15	25
Would need education for present and future employment	4	7	8	6
If she wanted to have a college education, I wouldn't stand in her way	4	6	12	4
TOTAL PER CENT	100	100	101	99
x^2 = d.f. = p. =	10.6 4 .05			1.9 3 n.s.

TABLE M-49

VALUES OF A WIFE'S POST-GRADUATE EDUCATION AS PERCEIVED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Don't particularly want wife to have graduate education	66	66	81	57
It would give us more interests in common	9	8	4	11
Educated wife is more effective mother and homemaker	-	5	-	9
Would need education for present and future employment	2	14	15	13
If she wanted to have a graduate education, I wouldn't stand in her way	23	7	-	11
TOTAL PER CENT	100	100	100	101
x^2 =	12.5			4.0
d.f. =	3			1
p. =	.01			.05

TABLE M-50

AVERAGE AMOUNT OF TIME SPENT BY MALE GROUPS IN STUDYING DURING THE PRECEDING WEEK

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=47) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=31) (M-3b)
40 or more hours	6	7	-	11	10	3
35-39 hours	9	10	15	6	10	10
30-34 hours	10	10	12	9	10	10
25-29 hours	19	16	8	21	14	19
20-24 hours	19	16	19	15	21	10
15-19 hours	19	14	12	15	14	13
10-14 hours	9	16	19	15	14	19
5- 9 hours	9	7	12	4	5	10
0- 4 hours	-	4	4	4	2	6
MEDIANS	23.6	22.7	20.5	23.4	22.8	20.3
TOTAL PER CENT	100	100	101	100	100	100
x^2 =	.03			.8	.4	
d.f. =	1			1	1	
p. =	n.s.			n.s.	n.s.	

TABLE M-51

PERCEIVED ADEQUACY OF STUDY CONDITIONS AS RATED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=47) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N-31) (M-3b)
Very adequate	19	15	23	11	7	26
Adequate	64	67	62	70	67	68
Inadequate	17	17	15	17	24	6
Very inadequate	-	1	-	2	2	-
TOTAL PER CENT	100	100	100	100	100	100
x^2 =	.3		.16		8.0	
d.f. =	2		1		2	
p. =	n.s.		n.s.		.05	

TABLE M-52

GENERAL ATTITUDES TOWARDS STUDYING AS EXPRESSED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=447) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Find it exciting and rewarding	26	35	23	42	40	28
Mildly interesting	53	50	65	42	40	63
Sometimes boring, sometimes interesting	21	14	12	15	17	9
Extremely boring most of the time	-	1	-	2	2	-
TOTAL PER CENT	100	100	100	101	99	100
x^2 =	1.6			3.9	3.7	
d.f. =	2			2	2	
p. =	n.s.			n.s.	n.s.	

TABLE M-53

ESTIMATION OF SOCIAL-RECREATIONAL LIFE AS EXPRESSED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Very adequate	30	8	12	6	2	16
Adequate	44	53	73	42	48	59
Inadequate	13	17	7	23	19	16
Very inadequate	13	22	8	29	31	9
TOTAL PER CENT	100	100	100	100	100	100
x^2 =	10.2			9.5	5.9	
d.f. =	3			1	2	
p. =	.05			.01	n.s.	

TABLE M-54

AMOUNT OF TIME SPENT BY MALE GROUPS IN RECREATIONAL ACTIVITIES DURING THE PRECEDING WEEK

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(M-1a)	All Married (M-1b)	Under Age 24 (M-2a)	Over Age 24 (M-2b)	Fathers (M-3a)	Not Fathers (M-3b)
40 or more hours	2	-	-	-	-	-
35-39	2	-	-	-	-	-
30-34	2	-	-	-	-	-
25-29	4	1	4	-	-	3
20-24	11	1	-	2	2	-
15-19	20	10	8	10	7	13
10-14	24	15	15	15	10	22
5- 9	26	39	54	31	40	38
Less than 5 hours	9	34	19	42	40	25
MEDIAN	13.2	6.6	7.6	5.8	5.7	7.8
TOTAL PER CENT	100	100	100	100	99	101
x^2 =	14.1			.9	2.0	
d.f. =	1			1	1	
p. =	.01			n.s.	n.s.	

TABLE M-55

FORMS OF RECREATION ENGAGED IN BY MALE GROUPS DURING THE PRECEDING WEEK

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=43) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Informal social gatherings in the home	42	74	69	77
Individual sports (boating, golf, etc.	58	30	31	29
Hobbies, aside from sports	37	39	50	33
Lectures or discussion groups aside from classes	23	19	19	19
Spectator Sports	49	18	19	17
Concerts, plays, art exhibits	16	14	23	8
Social or special interest groups (outing club,student newspaper,etc.	40	12	12	12
Team athletics	33	8	8	8
College social events	56	8	19	2
None	-	5	-	-
TOTAL PER CENT	354	227	250	205

TABLE M-56a,b

TIME AND ENERGY AVAILABLE FOR COMPANIONSHIP WITH GIRLFRIEND (SINGLE MEN) OR WIFE (HUSBANDS) DURING THE PRECEDING WEEK

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Very adequate	13	7	8	6	2	13
Adequate	42	38	46	33	36	41
Inadequate	15	34	27	37	38	28
Very inadequate	30	21	19	23	24	19
TOTAL PER CENT	100	100	100	99	100	101
x^2 =				1.4	1.7	
d.f. =				3	2	
p. =				n.s.	n.s.	

TABLE M-57

ADEQUACY OF AMOUNT OF REST AND SLEEP AVAILABLE DURING THE PRECEDING WEEK AS JUDGED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=73) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=47) (M-2b)	Fathers (N=41) (M-3a)	Not Fathers (N=32) (M-3b)
More than needed	6	5	-	6	5	3
As much as needed	53	50	54	49	41	63
Less than needed	41	45	46	45	54	34
TOTAL PER CENT	100	100	100	100	100	100
x^2 =	.3			.01		
d.f. =	1			1	1	
p. =	n.s.			n.s.	n.s.	

TABLE M-58

ADEQUACY OF MEALS DURING PRECEDING WEEKS AS JUDGED BY MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Excellent	36	54	50	56	50	59
All right	43	41	46	37	43	38
Fair	13	4	4	4	7	-
Poor	8	1	-	2	-	3
TOTAL PER CENT	100	100	100	99	100	100
x^2 =	8.2			.3	.6	
d.f. =	2			1	1	
p. =	.05			n.s.	n.s.	

TABLE M-59

SELF-REPORTED HEALTH CONDITIONS OF MALE GROUPS DURING FALL SEMESTER OF 1960

	SINGLE MEN STUDENTS	MARRIED	MEN	STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Had major illness, not involving hospital care	-	1	-	2	2	-
Two or more minor illnesses	4	3	4	2	5	-
One minor illness	17	11	15	8	10	13
No illnesses, but often felt tired and/or minor aches and pains	9	21	19	23	26	16
No illnesses and felt good most of the time	70	64	62	65	57	72
TOTAL PER CENT	100	100	100	100	100	101
x^2 =	3.8			.6	1.8	
d.f. =	2			2	2	
p. =	n.s.			n.s.	n.s.	

TABLE M-60a

ASSUMPTION OF HOUSEHOLD TASKS AS REPORTED BY HUSBANDS

	MARRIED MEN STUDENTS		
GROUP NUMBER	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Wife and I shared all jobs equally	12	19	8
Each responsible for certain jobs; did equal amt.of work	44	42	44
Wife did nearly all the work	42	35	46
I did nearly all the work	1	-	2
Doesn't apply;wife and I are not living together	1	4	-
TOTAL PER CENT	100	100	100
x^2 =			.9
d.f. =			1
p. =			n.s.

TABLE M-61a

PROVISIONS FOR CARE OF CHILDREN OF MARRIED UNDERGRADUATES AS REPORTED BY HUSBANDS

Group Number	Men Students All Married (N=74) (M-1b)
Cared for by wife	38
Cared for by me	3
By both of us equally	1
By baby-sitters	9
By relatives	3
Other	3
We have no child	43
TOTAL PER CENT	100

TABLE M-62a

ADEQUACY OF CARE OF CHILDREN OF MARRIED UNDERGRADUATES AS PERCEIVED BY HUSBANDS

Group Number	Married Men Students (N=74) (M-1b)
Care is excellent	18
Care is good	6
Care is inadequate	1
No one else cares for child	32
We have no child	43
TOTAL PER CENT	100

TABLE M-63a

PLANNED AND UNPLANNED CHILDREN OF MARRIED UNDERGRADUATES AS REPORTED BY HUSBANDS

Group Number	Married Men Students (N=74) (M-1b)
Have child or children now (or wife is pregnant) according to plan	26
Do not have any children as yet, but this is according to plan	26
Have child or children now (or wife is pregnant) but not according to plan	38
Do not have any children now as yet but this is not according to plan	4
Do not believe in planned parenthood	18
TOTAL PER CENT	112

5

TABLE M-64a

SOURCES OF FAMILY PLANNING INFORMATION OF MARRIED UNDERGRADUATES AS REPORTED BY HUSBANDS

GROUP NUMBER	MARRIED MEN STUDENTS		
	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Books	50	38	50
Private physician	41	38	28
Friends and relatives	22	17	25
Planned Parenthood Clinic	15	10	22
Druggist	1	-	3
Do not believe in planned parenthood	18	21	13
Other (college courses, minister, etc.)	9	5	9
TOTAL PER CENT	156	129	150

TABLE M-65

NUMBER OF HOURS SPENT BY MALE GROUPS ON HOUSEHOLD TASKS DURING PRECEDING WEEK

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=72) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=30) (M-3b)
25-29 hours	-	1	2	-
20-24	2	4	7	-
15-19	-	11	10	13
10-14	11	18	21	13
5- 9	34	28	19	40
Less than 5 hours	53	38	40	33
MEDIAN	4.7	7.3	7.0	6.6
TOTAL PER CENT	100	100	99	99
x^2 =	3.1		0	
d.f. =	1		1	
p. =	n.s.		n.s.	

TABLE M-66

MILITARY SERVICE STATUS OF MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Have completed military service	4	53	4	79
Reserve status	4	8	8	8
Have yet to do military service	92	37	88	10
Classified 4-F	-	1	-	2
TOTAL PER CENT	100	100	100	99
x^2 =	33.5			42.3
d.f. =	1			1
p. =	.01			.01

TABLE M-67

PRESENT RELIGIOUS AFFILIATION OF MALE GROUPS

GROUP	Single Men Students	Married Men Students		
	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Protestant	37	64	64	63
Catholic	28	16	13	13
Jewish	24	-	-	-
Other	2	3	5	-
Unaffiliated	7	16	12	22
Don't care to say	2	1	-	3
TOTAL PER CENT	100	100	100	101
x^2 =	25.6		1.5	
d.f. =	3		1	
p. =	.01		.05	

PRECEDING PAGE MISSING

TABLE M-69

PRESENT RELIGIOUS AFFILIATION OF MOTHERS OF MALE GROUPS

GROUP NUMBER	Single Men Students (N=47) (M-1a)	Married Men Students (N=74) (M-1b)
Protestant	36	75
Catholic	26	16
Jewish	26	1
Other	2	3
Unaffiliated	4	4
Don't care to say	6	1
TOTAL PER CENT	100	100

TABLE M-70

PRESENT RELIGIOUS AFFILIATION OF FATHERS OF MALE GROUPS

Group Number	Single Men Students (N=47) (M-1a)	Married Men Students (N=74) (M-1b)
Protestant	36	73
Catholic	30	16
Jewish	26	-
Other	2	4
Unaffiliated	2	6
Don't care to say	4	1
TOTAL PER CENT	100	100

TABLE M-71a

RELIGIOUS AFFILIATION OF WIFE (HUSBAND GROUPS) OR GIRLFRIEND (SINGLE MALE GROUPS) IN COMPARISON TO OWN RELIGION

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Have same religion now				
Brought up in same religion	46	72	64	80
Brought up in different religions	-	11	13	9
Have different religion now				
Brought up in same religion	-	1	3	-
Brought up in different religions	19	16	21	11
Have no girlfriend	35	-	-	-
TOTAL PER CENT	100	100	101	100
x^2 =				2.3
d.f. =				1
p. =				n.s.

PRECEDING PAGE MISSING

TABLE M-73a

MIXED RELIGIOUS AFFILIATIONS OF MARRIED STUDENT COUPLES

	MARRIED MEN STUDENTS				
GROUP NUMBER	All Married (N=73) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=31) (M-3b)	Married When -22 (N=38) (M-4a)	Married When +22 (N=35) (M-4b)
Catholic-Protestant	11	17	3	13	9
Jewish-Protestant	1	-	3	3	-
Catholic-Greek Orthodox	1	2	-	-	3
Not of mixed religions	87	81	94	84	89
TOTAL PER CENT	100	100	100	100	101
x^2 =		2.4			
d.f. =		1			
p. =		n.s.			

TABLE M-74

NATIONALITY BACKGROUND OF MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=46) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)
Native-born of native-born parents	82	88	92	85
Native-born of foreign-born parents	16	8	8	8
Foreign-born of foreign-born parents	2	4	-	6
TOTAL PER CENT	100	100	100	99
x^2 = d.f. = p. =	2.4 1 n.s.			

TABLE M-75

COUNTRY OF BIRTH OF FATHERS OF MEMBERS OF MALE GROUPS

Group Number	Single Men Students (N=47) (M-1a)	Married Men Students (N=74) (M-1b)
United States	85	88
England and English Commonwealth	2	3
Western Europe	9	1
Eastern Europe	2	3
Scandinavia	-	1
Spain, Mexico and Latin America	-	1
Other	2	3
TOTAL PER CENT	100	100

TABLE M-76

COUNTRY OF BIRTH OF MOTHERS OF MEMBERS OF MALE GROUPS

Group Number	Single Men Students (N=47) (M-1a)	Married Men Students (N=74) (M-2b)
United States	87	91
English and English Commonwealth	2	1
Western Europe	7	1
Eastern Europe	2	3
Spain, Mexico and Latin America	-	1
Other	2	3
TOTAL PER CENT	100	100

TABLE M-77

COUNTRY OF BIRTH OF MEMBERS OF MALE GROUPS

Group Number	Single Men Students (N=46) (M-1a)	Married Men Students (N=74) (M-1b)
United States	98	95
Other	2	5
TOTAL PER CENT	100	100

TABLE M-78

DEMOGRAPHIC NATURE OF AREA IN WHICH MALE SUBJECTS WERE REARED

GROUP NUMBER	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS						
	(N=46) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Farm	4	16	19	15	19	13	23	9
Village under 10,000 pop., but not a city suburb	20	15	23	10	10	22	18	11
Small city 10,000 to 100,000 population	18	23	8	31	31	13	21	26
Medium sized city 100,000 to 500,000 population	20	27	23	29	26	28	21	34
Large city-over 500,000 pop.	11	4	-	6	5	3	3	6
Suburb	27	15	27	8	10	22	15	14
TOTAL PER CENT	100	100	100	99	101	101	101	100
x^2 =	8.4			.9	5.3			4.1
d.f. =	5			2	2			3
p. =	n.s.			n.s.	n.s.			n.s.

TABLE M-79

RACE OF MEMBERS OF MALE GROUPS

Group Number	Single Men Students	Married Men Students		
	(N=46) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Caucasian	100	96	95	97
Negro	-	3	2	3
Mongolian	-	1	2	-
TOTAL PER CENT	100	100	99	100

TABLE M-80

OCCUPATION OF FATHERS OF MEMBERS OF MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS						
GROUP NUMBER	(N=44) (M-1a)	All Married (N=66) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=40) (M-2b)	Fathers (N=38) (M-3a)	Not Fathers (N=28) (M-3b)	Married When -22 (N=37) (M-4a)	Married When +22 (N=29) (M-4b)
Professional (minister, teacher, lawyer, musician, etc.)	30	17	12	20	16	18	11	24
Business-managerial	40	42	58	33	34	54	49	34
Clerical-sales	7	11	12	10	13	7	11	10
Skilled labor	16	24	15	30	26	21	24	24
Semi-skilled labor	7	6	4	8	11	-	5	7
TOTAL PER CENT	100	100	101	101	100	100	100	99
x^2 =	2.7			4.5	1.8			2.5
d.f. =	3			2	2			2
p. =	n.s.			n.s.	n.s.			n.s.

TABLE M-81

OCCUPATION OF MOTHERS OF MEMBERS OF MALE GROUPS

GROUP NUMBER	SINGLE MEN STUDENTS (N=45) (M-1a)	MARRIED MEN STUDENTS All Married (N=70) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=44) (M-2b)	Fathers (N=40) (M-3a)	Not Fathers (N=30) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=31) (M-4b)
Professional	11	8	8	9	10	7	10	6
Business-managerial	9	10	15	7	8	13	13	6
Clerical-sales	14	10	12	9	13	7	13	6
Skilled labor	2	3	4	2	-	7	3	3
Semi-skilled	5	9	-	14	8	10	3	16
Full-time housewife	59	60	62	59	63	57	59	61
TOTAL PER CENT	100	100	101	100	102	98	101	98
x^2 =	1.2			0	.2			0
d.f. =	4			1	1			1
p. =	n.s.			n.s.	n.s.			n.s.

TABLE M-82

OCCUPATION OF MOTHERS DURING CHILDHOOD OF MEMBERS OF MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=46) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Full-time homemaker	80	69	69	69	72	66
Part-time homemaker; part-time worker outside home	9	19	17	22	15	23
Full-time worker outside home	11	8	10	6	10	6
Full-time business in home	-	3	-	-	3	-
Deceased	-	1	-	-	-	6
Other*	-	-	5	3	-	-
TOTAL PER CENT	100	100	101	100	100	101
x^2 =	2.7					.3
d.f. =	2					1
p. =	n.s.					n.s.

TABLE M-83

HIGHEST EDUCATIONAL LEVEL ATTAINED BY FATHER OF MEMBERS OF MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS						
GROUP NUMBER	(N=46) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Doctoral or M.D. degree	13	12	15	10	12	13	10	14
Master's degree, (law or theology)	7	3	4	2	-	6	3	3
B.A., B.S., etc.	20	15	15	15	14	16	15	14
More than 2 yrs.college (not graduate)	2	5	4	6	7	3	8	3
1 to 2 yrs. college	16	5	8	4	10	-	8	3
1 to 2 yrs. business or tech. (no college)	2	8	15	4	5	13	15	-
Graduated from high school	18	18	15	19	14	22	15	20
8th to less than high school	13	22	8	29	21	22	13	31
Less than 8th grade	9	12	15	10	17	6	13	11
TOTAL PER CENT	100	100	99	99	100	101	100	99
x^2 =	4.6			2.1	.96			8.0
d.f. =	6			2	2			3
p. =	n.s.			n.s.	n.s.			.05

TABLE M-84

HIGHEST EDUCATIONAL LEVEL COMPLETED BY MOTHERS OF MEMBERS OF MALE GROUPS

GROUP NUMBER	SINGLE MEN STUDENTS (N=46) (M-1a)	MARRIED MEN STUDENTS All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4a)
Less than 8th grade	4	9	4	12	14	3	8	11
Attended high school	15	18	12	21	17	19	15	20
Graduated from high school	40	27	31	25	26	28	23	31
1-2 yrs. of business or technical school beyond high school	11	16	15	17	14	19	18	14
1-2 yrs. of college	9	9	12	6	12	6	13	6
3-4 yrs. of college; did not graduate	4	3	4	4	-	3	-	3
Graduated from college	17	15	-	10	12	22	21	11
Master's degree	-	3	23	4	5	-	3	3
TOTAL PER CENT	100	100	101	99	100	100	101	99
x^2 =	5.4			1.0	.9			2.1
d.f. =	3			1	2			3
p. =	n.s.			n.s.	n.s.			n.s.

TABLE M-85

CURRENT ANNUAL INCOME OF PARENTS OF MEMBERS OF MALE GROUPS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS						
GROUP NUMBER	(N=44) (M-1a)	All Married (N=64) (M-1b)	Under Age 24 (N=24) (M-2a)	Over Age 24 (N=40) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=37) (M-4a)	Married When +22 (N=27) (M-4b)
$35,000 or more	2	3	4	3	3	4	3	4
30,000 - 34,999	3	-	-	-	-	-	-	-
25,000 - 29,999	5	2	4	-	3	-	3	-
20,000 - 24,999	9	6	13	3	-	15	5	7
15,000 - 19,999	16	5	8	3	5	4	8	-
10,000 - 14,999	28	20	29	15	11	35	22	19
5,000 - 9,999	28	41	42	40	47	31	46	33
Less than 5,000	9	23	-	38	32	12	14	37
MEDIAN	$12,083	$8,269	$11,428	$6,562	$8,340	$11,100	$8,380	$6,945
TOTAL PER CENT	100	100	100	102	101	100	101	100
x^2 =	5.5			6.7		6.5		1.6
d.f. =	1			1		1		1
p. =	.05			.01		.01		n.s.

TABLE M-86

AGE AT MARRIAGE OF FATHERS OF MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP MEMBER	(N=46) (M-1a)	All Married (N=69) (M-1b)	Married When -22 (N=36) (M-4a)	Married When +22 (N=33) (M-4b)
33 or older	2	10	3	18
31-32	11	7	8	6
29-30	13	7	3	12
27-28	9	9	8	9
25-26	27	19	19	18
23-24	16	12	17	6
21-22	18	22	28	15
19-20	4	13	11	15
17-18	-	1	3	-
MEDIAN	25+	25+	22+	23.7
TOTAL PER CENT				
x^2 =	.7			3.2
d.f. =	1			1
p.	n.s.			n.s.

TABLE M-87

AGE AT MARRIAGE OF MOTHERS OF MALE GROUP MEMBERS

GROUP NUMBER	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
	(N=46) (M-1a)	All Married (N=70) (M-1b)	Married When -22 (N=37) (M-4a)	Married When <22 (N=33) (M-4b)
33 or older	-	1	3	-
31-32	2	-	-	-
29-30	7	4	5	3
27-28	13	1	3	-
25-26	13	15	8	21
23-24	18	17	16	18
21-22	22	24	32	15
19-20	16	20	22	18
17-18	7	15	8	21
16 or younger	2	3	3	3
MEDIAN	23+	21+	21+	21+
TOTAL PER CENT	100	100	100	99
x^2 =	2.3			.1
d.f. =	1			1
p. =	n.s.			n.s.

TABLE M-88

NUMBER OF SIBLINGS OF MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	M A R R I E D	M E N	S T U D E N T S		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Number Brothers and Sisters						
7	-	1	-	3	-	3
6	7	-	-	-	-	-
5	-	4	7	3	3	6
4	2	10	12	6	10	9
3	4	7	2	9	10	3
2	18	24	29	19	28	20
1	53	38	36	41	36	40
0	16	16	14	19	13	20
MEDIAN	1.2	1.4	1.5	1.3	1.5	1.3
TOTAL PER CENT	100	100	100	100	100	101
x^2 =	1.3		.9			.2
d.f. =	1		1			1
p. =	n.s.		n.s.			n.s.

TABLE M-89

PARENTAL MARITAL STATUS OF MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Married to each other	84	66	85	57	77	55
Separated	2	-	-	-	-	-
Divorced	7	6	4	7	3	9
Father is dead	7	20	8	26	15	24
Mother is dead	-	8	4	11	5	12
TOTAL PER CENT	100	100	101	101	100	100
x^2 =	7.02			5.9		
d.f. =	2			1		
p. =	.05			.05		

TABLE M-90

HAPPINESS OF PARENTAL MARRIAGE AS RATED BY MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=34) (M-4b)
Happy most of the time	87	64	69	62	67	62
Mixture of happiness and unhappiness	13	31	23	30	30	30
Mostly unhappy	-	5	8	8	3	8
TOTAL PER CENT	100	100	100	100	100	100
x^2 = d.f. = p. =	7.3 1 .01					.2 1 n.s.

TABLE M-91

CHILDHOOD HAPPINESS OF MALE GROUP MEMBERS AS RATED BY THEMSELVES

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Happy most of the time	76	70	77	67	74	66
Happy sometimes or unhappy	24	30	15	27	26	34
Mostly unhappy	-	-	8	6	-	-
TOTAL PER CENT	100	100	100	100	100	100
x^2 =	.48					.7
d.f. =	1					1
p. =	n.s.					n.s.

TABLE M-92

ADOLESCENT HAPPINESS OF MALE GROUP MEMBERS AS RATED BY THEMSELVES

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS				
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=34) (M-4b)
Happy most of the time	80	60	65	57	62	59
Happy some times or unhappy	20	40	31	36	38	41
Mostly unhappy	-	-	4	6	-	-
TOTAL PER CENT	100	100	100	100	100	100
x^2 =	5.3					.4
d.f. =	1					1
p. =	.05					n.s.

TABLE M-93

AGE AT FIRST DATE AS REPORTED BY MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=46) (M-1a)	All Married (N=72) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Age at first date				
20-21	-	1	-	3
18-19	-	2	-	3
16-17	11	15	13	18
14-15	33	33	26	41
12-13	40	35	45	24
10-11	16	14	16	12
MEDIAN	13.8	14.1	13.0	14.2
TOTAL PER CENT	100	100	100	101
x^2 =	.6			3.6
d.f. =	1			1
p. =	n.s.			n.s.

TABLE M-94

AGE AT FIRST STEADY DATING AS REPORTED BY MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=45) (M-1a)	All Married (N=73) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
20-21	4	3	8	15
18-19	4	7	15	21
16-17	20	19	41	29
14-15	49	36	26	12
12-13	12	18	5	9
10-11	4	10	3	3
Never went steady	7	7	3	12
MEDIAN	14.2	14.5	16.3	16.7
TOTAL PER CENT	100	100	101	101
x^2 =	.6			4.1
d.f. =	1			1
p. =	n.s.			.05

TABLE M-95

NUMBER OF GIRLS WITH WHOM MALE SUBJECTS WENT STEADY AS REPORTED BY THEMSELVES

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=45) (M-1a)	All Married (N=70) (M-1b)	Married When -22 (N=37) (M-4a)	Married When +22 (N=33) (M-4b)
Number of "steadies"				
9 or more	2	4	-	9
8	2	3	-	6
7	-	1	3	-
6	-	5	8	-
5	5	5	3	6
4	11	10	11	9
3	13	7	11	3
2	33	31	30	33
1	27	27	32	21
0	7	7	3	12
MEDIAN	2	2	2	2
TOTAL PER CENT	100	100	101	99
x^2 =	0			2.7
d.f. =	1			1
p. =	n.s.			n.s.

PRECEDING PAGE MISSING

TABLE M-97

AGE AT FIRST KISSING A GIRL AS REPORTED BY MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=46) (M-1a)	All Married (N=74) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
20-21	-	1	-	3
18-19	4	3	-	6
16-17	25	20	26	14
14-15	27	35	31	40
12-13	29	27	28	26
10-11	13	10	13	6
Don't know	2	4	3	6
MEDIAN	14.5	14.7	14.0	14.3
TOTAL PER CENT	100	100	101	101
x^2 =	.04			.1
d.f. =	1			1
p. =	n.s.			n.s.

TABLE M-98

AGE AT WHICH FIRST EXPERIENCED PREMARITAL LIGHT PETTING AS REPORTED BY MALE GROUP MEMBERS

GROUP NUMBER	SINGLE MEN STUDENTS (N=47) (M-1a)	MARRIED MEN STUDENTS All Married (N=74) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
20-21	4	5	5	6
18-19	17	11	10	11
16-17	30	37	46	26
14-15	21	29	23	34
12-13	13	5	5	6
10-11	-	1	3	-
No petting	13	5	3	9
No answer	2	7	5	9
MEDIAN	16.6	16.5	16.2	15.6
TOTAL PER CENT	100	100	100	101
x^2 =	.004			.7
d.f. =	1			1
p. =	n.s.			n.s.

TABLE M-99

AGE AT WHICH FIRST EXPERIENCED PREMARITAL HEAVY PETTING AS REPORTED BY MALE GROUP MEMBERS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS		
GROUP NUMBER	(N=47) (M-1a)	All Married (N=74) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
20-21	4	15	13	17
18-19	11	24	26	23
16-17	41	26	33	17
14-15	4	17	10	26
12-13	4	3	5	-
Did not engage in heavy petting	34	8	8	9
No answer	2	7	5	9
MEDIAN	17.2	17.7	16.6	17.3
TOTAL PER CENT	100	100	100	101
x^2 =	1.6			0
d.f. =	1			1
p. =	n.s.			n.s.

TABLE M-100

AGE AT WHICH FIRST EXPERIENCED PREMARITAL SEX RELATIONS REPORTED BY MALE GROUP MEMBERS

GROUP NUMBER	SINGLE MEN STUDENTS (N=47) (M-1a)	MARRIED MEN STUDENTS All Married (N=74) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Ages 20-21	7	15	13	17
18-19	7	24	28	20
16-17	21	16	13	20
14-15	4	7	5	9
12-13	4	3	3	3
10-11	2	1	-	3
Did not engage in premarital intercourse	53	24	28	20
No answer	2	10	10	9
MEDIAN	17.1	18.5	18.2	17.6
TOTAL PER CENT	100	100	100	101
x^2 =	5.5			
d.f. =	1			
p. =	.01			

TABLE M-101

NUMBER OF TIMES MALE GROUP MEMBERS WERE ENGAGED

GROUP NUMBER	SINGLE MEN STUDENTS (N=46) (M-1a)	MARRIED MEN STUDENTS All Married (N=74) (M-1b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
3 or more	-	3	3	3
2	-	3	-	6
1	13	5	-	11
None	87	89	97	80
TOTAL PER CENT	100	100	100	100
x^2 =				4.1*
d.f =				1
p. =				.05

* 0 vs. 1 or more

TABLE M-102a

Length of Engagement to Wife as Reported by Husbands

GROUP NUMBER	MARRIED MEN STUDENTS All Married (N=73) (M-1b)	 Married When -22 (N=38) (M-4a)	 Married When +22 (N=35) (M-4b)
3 years or more	1	3	-
2.5 - 3 years	3	3	3
2 - 2.5	3	3	3
1.5 - 2	5	5	6
1 - 1.5	14	16	11
.5 - 1	31	29	34
0 - .5	25	21	29
No engagement	18	21	14
TOTAL PER CENT	100	101	100
x^2 =			.3
d.f. =			1
p. =			n.s.

TABLE M-103a

LENGTH OF TIME KNEW WIFE PRIOR TO MARRIAGE AS REPORTED BY HUSBANDS

GROUP NUMBER	MARRIED MEN STUDENTS		
	All Married (N=74) (M-1b)	Married When -22 (N=38) (M-4a)	Married When +22 (N=35) (M-4b)
5 years or more	13	3	-
4.5 - 5	10	11	9
4 - 4.5	5	11	-
3.5 - 4	8	8	11
3 - 3.5	7	8	6
2.5 - 3	4	3	6
2 - 2.5	10	11	9
1.5 - 2	8	8	9
1 - 1.5	16	15	17
.5 - 1	15	11	20
0 - .5	4	13	14
MEDIAN	2.5	2.1	1.4
TOTAL PER CENT	100	102	101
x^2 =			1.1
d.f =			1
p. =			n.s.

TABLE M-104

MATERNAL ATTITUDE TOWARDS COLLEGE MARRIAGE AS REPORTED BY MALE GROUP MEMBERS

	MARRIED MEN STUDENTS				
GROUP NUMBER	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Favorable	24	38	17	28	20
Neutral	16	19	15	13	20
Unfavorable	14	23	8	21	6
Did not marry while in college	38	12	50	33	40
Mother was not living	9	8	10	5	14
TOTAL PER CENT	100	100	100	100	100
x^2 =			12.1		3.4
d.f. =			2		2
p. =			.01		n.s.

TABLE M-105

PATERNAL ATTITUDE TOWARDS COLLEGE MARRIAGE AS REPORTED BY MALE GROUP MEMBERS

	MARRIED MEN STUDENTS				
GROUP NUMBER	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Favorable	18	31	12	18	20
Neutral	24	35	19	31	17
Unfavorable	8	19	2	13	3
Did not marry while in college	38	12	44	33	40
Father was not living	12	4	23	5	20
TOTAL PER CENT	100	101	100	100	100
x^2 =			17.9		1.6
d.f. =			3		1
p. =			.01		n.s.

PRECEDING PAGES MISSING

TABLE M-109a

REASONS GIVEN BY MARRIED MEN FOR MARRYING WHILE IN COLLEGE

Group Number	Married Men Students (N=74) (M-1b)
Thought we could finance to through our own efforts	61
We were so attracted to each other we couldn't stand strain of not being married	39
Thought we could finance it with help of parents	64
Wife was pregnant	12
Future seemed uncertain; seemed no point in waiting	5
Other; waited long enough, in love, etc.	10
TOTAL PER CENT	191 *

TABLE M-109b

REASONS GIVEN BY SINGLE MEN FOR NOT MARRYING WHILE IN COLLEGE

Group Number	Single Men Students (N=39) (M-1a)
I have found no person I wish to marry	46
We feel education is more important	26
We cannot finance it	23
We feel we are not psychologically ready for marriage	15
Other	10
Doesn't apply; I will be married while in college	8
TOTAL PER CENT	128

TABLE M-110a

PRESENT ATTITUDE OF HUSBANDS AS TO TIME OF THEIR MARRIAGE

	MARRIED MEN STUDENTS						
GROUP NUMBER	All Married (N=72) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=46) (M-2b)	Fathers (N=40) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=38) (M-4a)	Married When +22 (N=34) (M-4b)
Glad I married when I did	75	69	78	73	78	66	82
Wish I had married sooner than I did	10	15	7	5	16	13	6
Should have married after we finished our education	11	12	11	18	3	13	9
Wish I had married later in life	4	4	4	5	3	8	3
TOTAL PER CENT	100	100	100	101	100	100	100
x^2 =				.3			1.8
d.f. =				1			1
p. =				n.s.			n.s.

TABLE M-111

SERIOUSLY UPSETTING PROBLEMS DURING PAST WEEK AS REPORTED BY MALE STUDENTS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS						
GROUP NUMBER	(N=42) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Not enough money	24	34	27	37	40	22	33	31
Not enough time or energy	21	31	19	37	40	19	36	26
Concern over studies	64	42	31	48	52	34	36	54
Difficulties in sex adjustment	10	1	2	2	2	3	3	3
Conflict with parents	7	9	8	10	12	6	10	9
Conflict with wife or girl-friend	10	9	8	10	10	6	5	11
Problems of child care	-	4	-	6	7	-	3	6
Other	10	4	4	6	17	9	3	9
No serious problems	24	26	35	21	14	41	26	26
TOTAL PER CENT	170	160	132	175	194	140	155	175
x^2 =	.04			1.7	6.6			
d.f. =	1			1	1			
p. =	n.s.			n.s.	.01			

TABLE M-112

SELF-RATED MARITAL (HUSBANDS) OR SITUATIONAL (SINGLE MEN) HAPPINESS

	SINGLE MEN STUDENTS	MARRIED MEN STUDENTS						
GROUP NUMBER	(N=45) (M-1a)	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Mostly happy	53	84	85	83	79	91	82	86
Equal Mixture	38	16	15	17	21	9	18	14
Unhappy	9	-	-	-	-	-	-	-
TOTAL PER CENT	100	100	100	100	100	100	100	100

TABLE M-113

ESTIMATION OF MARRIAGE AT PRESENT AS COMPARED TO EXPECTATIONS AS REPORTED BY HUSBANDS

	MARRIED MEN STUDENTS			
GROUP NUMBER	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=48) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)
Better than I expected	72	42	52	53
What I expected	28	52	40	47
Poorer than I expected	-	6	7	-
TOTAL PER CENT	100	100	99	100
x^2 =			6.1	.4
d.f. =			1	1
p. =			.05	n.s.

TABLE M-114a

CHIEF SOURCES OF SATISFACTION DURING PAST WEEK AS REPORTED BY HUSBANDS

	MARRIED MEN STUDENTS						
GROUP NUMBER	All Married (N=74) (M-1b)	Under Age 24 (N=26) (M-2a)	Over Age 24 (N=46) (M-2b)	Fathers (N=42) (M-3a)	Not Fathers (N=32) (M-3b)	Married When -22 (N=39) (M-4a)	Married When +22 (N=35) (M-4b)
Shared companionship	82	92	74	69	91	92	65
Sense of being loved and accepted	68	85	59	50	84	77	53
Sex fulfillment	53	65	46	38	66	82	44
Creating a home together	43	50	39	33	47	38	41
Good living conditions	32	42	26	24	41	36	26
Our children	53	31	65	86	-	51	46
Greater motivation to study	26	35	22	24	28	31	21
TOTAL PER CENT	357	400	331	324	357	407	296

TABLE M-114b

CHIEF SOURCES OF SATISFACTION DURING PAST WEEK AS REPORTED BY SINGLE MEN

Group Number	Single Men Students (N=36) (M-1a)
Companionship with friends	83
Good living conditions	50
Sense of being loved and accepted by my girl friend	44
Classes and studying	36
Sex fulfillment	25
Nothing is very satisfying	3
Other	6
TOTAL PER CENT	247

TABLE M-115b

DESIRED ASSISTANCE WITH PERSONAL PROBLEMS AS REPORTED BY MALE GROUPS

Group Number	Single Men Students (N=36) (M-1a)	Married Men Students (N=74) (M-1b)
No help needed	61	92
Would like a college course in marriage and the family	17	-
Would like access to good books on marriage and the family	14	-
Would like an informal discussion group on personal adjustment	11	-
Other	11	8
TOTAL PER CENT	114	100

TABLE W-1

COLLEGE YEAR OF THE FEMALE GROUPS AT TIME OF STUDY

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS				
	(N=55) (W-1a)	Student (N=35) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Freshman	31	3	10	-	37	27
Sophomore	31	11	20	8		
Junior	22	26	40	20		
Senior	16	51	30	60		
Graduate	-	6	-	8		
Other	-	3	-	4	63	73
TOTAL PER CENT	100	100	100	100	100	100
x^2 =						1.1
d.f. =						1
p. =						n.s.

TABLE W-2
NUMBER OF CREDIT HOURS FOR WHICH THE WOMEN GROUPS WERE ENROLLED

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS		
	(N=55) (W-1a)	Student (N=35) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
19 - 21	-	-	-	-
16 - 18	65	43	20	52
13 - 15	27	29	30	28
10 - 12	7	3	-	4
7 - 9	-	6	-	8
4 - 6	-	9	20	4
1 - 3	-	11	30	4
Medians	16.2	14.8	9.5	15.6
TOTAL PER CENT	99	101	100	100
x^2 =	3.79	.4	1.5	
d.f. =	1	1	1	
p. =	n.s.	n.s.	n.s.	

TABLE W-3

COLLEGE OF ENROLLMENT WITHIN SYRACUSE UNIVERSITY OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS		
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Liberal Arts	54	20	40	12
Fine Arts	11	34	20	40
Education	9	20	-	28
Speech and Drama	-	3	-	4
Journalism	2	3	10	-
University College	-	6	20	-
Home Economics	9	9	-	12
Nursing	11	6	10	4
Business Education	2	-	-	-
Forestry	2	-	-	-
TOTAL PER CENT	100	101	100	100

TABLE W-4

HIGHEST LEVEL OF EDUCATION COMPLETED BY FEMALE GROUPS AT TIME OF STUDY

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N-27) (W-2c)	College Grads (N=14) (W-2d)
Eleventh Grade	-	-	20	-	-
Twelfth Grade	29	3	70	-	-
First Year College	27	6	-	26	-
Second Year College	25	23	-	22	-
Third Year College	16	57	-	7	-
College Graduate	-	6	-	-	93
M.A. Degree	-	-	-	-	7
Other	2	6	10	44	-
TOTAL PER CENT	99	101	100	99	100

TABLE W-5

COLLEGE DEGREE BEING SOUGHT BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS		
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)
Master's Degree	-	3	-	4
Bachelor's Degree	98	91	90	92
Not seeking a degree	-	6	10	4
Associate of Arts and Sciences	2	-	-	-
TOTAL PER CENT	100	100	100	100

TABLE W-6

GRADUATE DEGREE TO BE SOUGHT BY FEMALE GROUPS WITHIN NEAR FUTURE

	SINGLE	MARRIED WOMEN STUDENTS		
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=25) (W-3b)
Doctoral, Law and other Advanced Study	13	18	11	20
Master's Degree	35	47	67	40
Do not plan to go on	53	35	22	40
TOTAL PER CENT	101	100	100	100
x^2 =	2.6	.4	.3	
d.f. =	2	2	1	
p. =	n.s.	n.s.	n.s.	

TABLE W-7

EXPRESSED ATTITUDE OF FEMALE GROUPS TOWARDS IMPORTANCE OF OBTAINING A BACHELOR'S DEGREE

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS				
			High School or Less	More than High School	Student Mothers	Students Not Mothers
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	(N=29) (W-2b)	(N=27) (W-2c)	(N=10) (W-3a)	(N=24) (W-3b)
Primary Importance	33	59	10	7	50	63
Important	60	35	14	30	40	33
Somewhat Important	7	6	17	33	10	4
Unimportant	-	-	59	30	-	-
TOTAL PER CENT	100	100	100	100	100	100
x^2 =	5.8	3.5			.1	
d.f. =	1	1			1	
p. =	.05	n.s.			n.s.	

TABLE W-8

EXPRESSED ATTITUDES OF FEMALE GROUPS TOWARDS IMPORTANCE OF A BACHELOR'S DEGREE FOR HUSBANDS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=18) (W-2a)	High School or Less (N=28) (W-2b)	More than High School (N=24) (W-2c)	College Grads (N=11) (W-2d)	(*) Student Mothers (N=10) (W-3a)	(*) Students Not Mothers (N=25) (W-3b)
Primary Importance	49	67	61	71	82	40	77
Important	44	17	39	29	18	40	8
Somewhat Important	4	6	-	-	-	20	-
Unimportant	4	11	-	-	-	-	15
TOTAL PER CENT	101	101	100	100	100	100	100
x^2 =	1.7	34.2			1.7		
d.f. =	1	2			3		
p. =	n.s.	.01			n.s.		

(*) See note on 7.8

TABLE W-9

EXPRESSED ATTITUDES OF FEMALE GROUPS TOWARDS IMPORTANCE OF A GRADUATE DEGREE FOR THEMSELVES

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=26) (W-2c)	College Grads (N=13) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Primary Importance	4	9	3	-	-	20	4
Important	31	34	13	12	23	30	36
Somewhat Important	45	37	17	38	46	40	36
Unimportant	20	20	67	50	31	10	24
TOTAL PER CENT	100	100	100	100	100	100	100
x^2 =	.7	.9			19.9	.03	
d.f. =	2	2			6	1	
p. =	n.s.	n.s.			.01	n.s.	

TABLE W-10

EXPRESSED ATTITUDES OF FEMALE GROUPS TOWARDS THE IMPORTANCE OF A GRADUATE DEGREE FOR THEIR HUSBANDS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=30) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=13) (W-2d)	(*) Student Mothers (N=6) (W-3a)	(*) Students Not Mothers (N=25) (W-3b)
Primary Importance	17	-	-	-	-	17	38
Important	48	67	57	67	54	33	33
Somewhat Important	30	17	37	22	38	17	17
Unimportant	6	17	7	11	8	33	12
TOTAL PER CENT	101	101	101	100	100	100	100
x^2 =	3.8	37.5			1.3		
d.f.	2	2			3		
p.	n.s.	.01			n.s.		

(*) See note on 7.10

TABLE W-11

EXPRESSED ATTITUDES OF SINGLE WOMEN TOWARDS THE IMPORTANCE OF GRADES

GROUP NUMBER	Single Women Students (N=34) (W-1a)
Strive to get highest marks	68
Strive to get good marks	32
TOTAL PER CENT	100

TABLE W-12

FEMALE GROUPS RESPONSES AS TO THEIR CHIEF REASONS FOR GOING TO COLLEGE

Group Number	Single Women Students (N=54) (W-1a)	Married Women Students (N=35) (W-2a)
Mostly to please myself	93	80
Mostly to please my husband and parents	2*	9
Mostly to please my husband	-	6
Mostly to please my parents	6	6
Doesn't apply; haven't been to college	-	-
TOTAL PER CENT	101	100
x^2 =	3.1	.3
d.f. =	1	1
p. =	n.s.	n.s.

* Boyfriend and parents

TABLE W-13

CHIEF VALUE OF A COLLEGE EDUCATION AS PERCEIVED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=5) (W-2b)	More than High School (N=20) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-2b)
General Education	38	44	40	55	36	60	38
Education for family and community living	18	26	40	25	36	20	29
Preparation for business or professional degree	42	29	20	20	29	20	33
Making "right" friends	2	-	-	-	-	-	-
TOTAL PER CENT	100	99	100	100	101	100	100
x^2 =	1.7	15.6			1.5	1.5	
d.f. =	2	2			4	2	
p. =	n.s.	.01			n.s.	n.s.	

TABLE W-14

RATING OF QUALITY OF COLLEGE EXPERIENCE BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS		
GROUP NUMBER	(N=54) (W-1a)	Student (N=35) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Better than anticipated	29	20	20	20
About as good	56	57	50	60
Poorer than anticipated	15	23	30	20
TOTAL PER CENT	100	100	100	100
x^2 =	1.5	2.0	.4	
d.f. =	1	1	2	
p. =	n.s.	n.s.	n.s.	

TABLE W-15

REASONS GIVEN BY MARRIED WOMEN FOR NOT BEING IN COLLEGE

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
In college at present	100	-	-	-
Already graduated	-	-	-	100
Would like to, but can't afford to	-	27	33	-
Not interested in college	-	47	11	-
Children	-	23	30	-
Other	-	3	26	-
TOTAL PER CENT	100	100	100	100
x^2 = d.f. = p. =				1.0 2 n.s.

TABLE W-15a

REASONS FOR LEAVING COLLEGE, BEFORE GRADUATION, AS GIVEN BY MARRIED WOMEN STUDENTS

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	Student (N=34) (W-2a)	High School or Less (N=28) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
No interruption	85	-	-	100
Left college because of getting married	6	-	19	-
Left college for children	-	-	4	-
Other reasons	9	4	26	-
Didn't start college	-	97	52	-
TOTAL PER CENT	100	101	101	100

TABLE W-16

MOST IMPORTANT FUTURE CAREER FACTOR AS PERCEIVED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=54) (W-1a)	Student (N=32) (W-2a)	High School or Less (N=26) (W-2b)	More than High School (N=23) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=23) (W-3b)
High salary	6	3	8	9	7	-	4
Employment security	9	9	8	-	7	11	9
High prestige	-	-	4	-	7	-	-
Opportunity to serve community	28	13	-	13	-	22	9
Opportunity for creative independent work	43	66	15	43	50	56	70
Short work week	15	9	19	13	29	11	9
No career	-	-	46	22	-	-	-
TOTAL PER CENT	101	100	100	100	100	100	101
x^2 =	4.2	25.8			11.9		
d.f.=	2	3			3		
p. =	n.s.	.01			.01		

TABLE W-17

AGE IN YEARS OF FEMALE GROUPS AT TIME OF STUDY

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
34 and older	-	3	-	4	-	10	-
32 - 33	-	6	-	4	-	20	-
30 - 31	-	6	3	4	7	10	4
28 - 29	-	3	10	4	7	-	4
26 - 27	2	9	17	4	7	10	8
24 - 25	-	6	20	22	29	10	4
22 - 23	4	17	27	30	43	20	16
20 - 21	35	43	13	30	7	20	52
18 - 19	58	9	10	-	-	-	12
Less than 18	2	-	-	-	-	-	-
MEDIANS	19.3	21.4	23.5	22.9	23.5	25.5	21.0
TOTAL PER CENT	101	102	100	102	100	100	100
x^2 =	24.7	1.9			4.7*	3.9	
d.f. =	1	1			3	1	
p. =	.01	n.s.			n.s.	.05	

(*) Medians

PRECEDING PAGE MISSING

TABLE W-19

LENGTH OF MARRIAGE, IN YEARS, OF STUDENT WIVES

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
9 or more years	9	3	4	-	30	-
8 years	9	7	-	7	20	4
7 years	-	3	4	-	-	-
6 years	-	3	7	-	-	-
5 years	11	10	7	7	20	8
4 years	3	7	7	7	10	-
3 years	-	13	19	7	-	-
2 years	3	20	26	21	10	-
1 year	17	27	11	29	10	20
Less than 1 year	49	7	15	21	-	68
MEDIANS	less than 1	1.8	1.9	1.5	6.5	less than 1
TOTAL PER CENT	101	100	100	99	100	100
x^2 =				6.76*	10.6	
d.f. =				3	1	
p. =				n.s.	.01	

(*) Medians

TABLE W-20

PREVIOUS MARRIAGES OF STUDENT WIVES

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Never married before	100	97	96	100
Husband died	-	3	-	-
Divorced	-	-	4	-
TOTAL PER CENT	100	100	100	100

TABLE W-21a

SINGLE WOMEN'S ANTICIPATED TIME OF MARRIAGE AND ACTUAL TIME OF WIVES' MARRIAGE

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=25) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=25) (W-3b)
No plans	71	-	-	-	-	-	-
Married before college	-	12	41	20	-	33	4
Freshman	-	6	-	16	-	11	4
Sophomore	-	21	-	20	14	22	20
Junior	-	38	-	-	21	22	44
Senior	4	15	-	-	-	-	20
Married after graduation from college	25	6	-	4	64	-	8
Not in college when married (had dropped out)	-	3	59	40	-	11	-
TOTAL PER CENT	100	101	100	100	99	99	100

TABLE W-22

WIVES AGE AT MARRIAGE AND ANTICIPATED AGE OF MARRIAGE FOR SINGLE WOMEN

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=10) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Over 30	-	-	-	4	-	-	-
28 - 29	-	-	-	-	-	-	-
26 - 27	2	-	-	4	-	-	-
24 - 25	-	3	7	-	7	-	4
22 - 23	9	17	17	7	43	-	24
20 - 21	18	17	24	26	21	10	20
18 - 19	-	57	38	56	29	70	52
No plans	71	-	-	-	-	-	-
Less than 18	-	6	14	4	-	20	-
MEDIANS		20.1	20.4	20.2	21.5	18.9	19.4
TOTAL PER CENT	100	100	100	101	100	100	100
x^2 =					3.6	1.5	
d.f. =					3	1	
p. =					n.s.	n.s.	

TABLE W-23

NUMBER OF CHILDREN IN FAMILIES OF MARRIED COLLEGE STUDENTS

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=35) (W-2a)	High School or Less (N=30) (W-2a)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
4 children	-	-	4	-
3 children	6	3	-	-
2 children	9	20	33	14
1 child	14	40	37	29
None	71	37	26	57
Medians	-	.3	.7	-
TOTAL PER CENT	100	100	100	100
x^2 =				12.4
d.f. =				3
p.				.01

*

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TABLE W-25

STUDENT WIVES AND HUSBANDS LIVING AND NOT LIVING IN SAME HOUSING UNIT

	MARRIED WOMEN STUDENTS			
Group Number	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Living with husband	94	100	100	100
Not Living with husband since he attends another college	3	-	-	-
Living separately	3	-	-	-
TOTAL PER CENT	100	100	100	100

TABLE W-26

TYPE OF HOUSING UNIT OCCUPIED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Married student housing	-	29	77	58	43	30	28
Rented house or apartment	-	51	7	31	43	30	60
Living with parents or relatives	25	-	13	4	-	-	-
Women's Dormitory	71	3	-	-	-	-	4
Our own home	-	17	3	8	14	40	8
Other	4	-	-	-	-	-	-
TOTAL PER CENT	100	100	100	101	100	100	100
x^2 =					18.9		
d.f. =					6		
p. =					.01		

TABLE W-27

PERCEIVED ADEQUACY OF HOUSING AS JUDGED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Very adequate	38	56	13	30	14
Adequate	56	32	73	52	86
Inadequate	5	12	13	19	
TOTAL PER CENT	99	100	99	101	100
x^2 =	2.7	2.2			15.9
d.f. =	1	1			3
p. =	n.s.	n.s.			.01

TABLE W-28

MONTHLY RENTAL PAID FOR HOUSING BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=53 (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
$135 or more	-	6	-	7	-
120 - 134	4	3	-	-	-
105 - 119	8	12	-	4	-
99 - 104	4	9	3	4	21
75 - 89	4	21	7	11	7
60 - 74	-	18	-	4	14
45 - 59	17	32	80	52	36
30 - 44	36	-	-	11	7
15 - 29	-	-	7	-	7
14 or less	-	-	3	7	7
Living at home	28	-	-	-	-
Medians	$39.0	$74.5	$52.0	$53.1	$56.5
TOTAL PER CENT	101	101	100	100	99
x^2 =					15.2
d.f. =					3
p. =					.01

TABLE W-29

EMPLOYMENT STATUS OF MARRIED AND SINGLE WOMEN DURING THE FALL 1960 SEMESTER

GROUP NUMBER	SINGLE WOMEN STUDENTS (N=55) (W-1a)	MARRIED WOMEN STUDENTS Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Employed full time	-	11	57	44	50
Employed part time	27	17	3	19	29
Unemployed-looking for work	2	-	3	-	-
Unemployed-not looking for work	71	71	37	37	21
TOTAL PER CENT	100	99	100	100	100
x^2 =	2.0	-			21.9
d.f. =	1	1			6
p. =	n.s.	n.s.			.01

TABLE W-30

NUMBER OF HOURS THAT SINGLE AND MARRIED WOMEN WERE EMPLOYED PER WEEK DURING THE FALL 1960 SEMESTER

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
40 - 49 hours	-	11	13	30	14	-	-
30 - 39	-	3	40	15	50	-	-
20 - 29	2	3	3	4	-	30	12
10 - 19	16	3	3	15	-	10	-
Less than 10 hours	9	9	-	-	14	10	8
Not employed	73	71	40	37	21	50	80
MEDIANS	11.8	19.5	35.4	38.3	34.5		
TOTAL PER CENT	100	100	99	101	99	100	100
x^2 =					13.7	1.9	
d.f. =					3	1	
p. =					.01	n.s.	

TABLE W-31

TYPE OF OCCUPATION IN WHICH FEMALE GROUPS WERE GAINFULLY EMPLOYED DURING THE FALL 1960 SEMESTER

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=54) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Professional	4	14	-	11	57
Clerical or sales work	13	11	47	30	14
Skilled labor	4	-	10	15	-
Semi-skilled or unskilled labor	7	3	3	4	7
Baby sitter	-	-	-	4	-
Not employed	72	71	40	37	21
TOTAL PER CENT	100	99	100	101	99
x^2 =					21.0
d.f. =					3
p. =					.01

TABLE W-32

AVERAGE HOURLY PAY EARNED BY FEMALE GROUPS DURING THE FALL SEMESTER OF 1960

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=9) (W-2a)	High School or Less (N=18) (W-2b)	More than High School (N=16) (W-2c)	College Grads (N=10) (W-2d)
$4.50 or more per hour	-	22	-	-	-
4.00 - 4.49	-	-	-	-	-
3.50 - 3.99	-	-	-	-	-
3.00 - 3.49	-	-	-	-	40
2.50 - 2.99	4	-	-	-	-
2.00 - 2.49	2	-	28	31	20
1.50 - 1.99	2	22	22	25	30
1.00 - 1.49	16	11	44	31	10
Less than $1.00 per hour	4	44	6	13	-
Not employed	72	-	-	-	-
Medians	$1.30	$1.25	$1.49	$1.62	$2.25
TOTAL PER CENT	100	99	100	100	100
x^2 = d.f. = p. =					3.0 3 n.s.

TABLE W-33

EMPLOYMENT STATUS OF FEMALE GROUPS DURING THE SUMMER OF 1960

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=54) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Unemployed	56	40	50	48	36
Employed: part-time	15	6	3	11	7
Full-time: 1-2 months	6	3	-	4	14
Full-time: 2-3 months	13	20	-	-	-
Full-time: 3 or more months	11	31	47	37	43
TOTAL PER CENT	101	100	100	100	100
x^2 =	3.96	18.3			1.2
d.f.	2	2			3
p.	n.s.	.01			n.s.

TABLE W-34

TOTAL EARNINGS OF FEMALE GROUPS DURING THE SUMMER OF 1960

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=25) (W=2c)	College Grads (N=14) (W-2d)
$1,050 - $1,399	4	3	3	8	36
900 - 1,049	2	3	17	4	-
750 - 899	5	3	7	12	-
600 - 749	9	14	14	4	21
450 - 599	11	9	3	4	14
300 - 449	11	17	-	-	-
150 - 299	18	3	-	8	14
1 - 149	11	11	3	8	-
Nothing	25	37	52	50	14
Room and Board	4	-	-	-	-
MEDIANS	$247.00	$225.00	$ -	$ -	$650.00
TOTAL PER CENT	100	100	99	98	99
x^2 =	.1	7.5			6.9
d.f. =	1	1			3
p. =	n.s.	.01			n.s.

TABLE W-35

TYPE OF OCCUPATION IN WHICH FEMALE GROUPS WERE EMPLOYED DURING THE SUMMER OF 1960

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Professional	2	11	-	15	21
Clerical-sales	25	29	40	23	29
Camp counselor, life guard, etc.	25	9	-	-	-
Skilled labor	7	3	7	12	14
Semi-skilled labor	11	40	50	46	36
Unemployed	25	40	50	46	36
Managerial	4	-	-	-	-
TOTAL PER CENT	99	101	100	100	100
x^2 =	5.8	24.7			.9
d.f. =	3	3			3
p. =	n.s.	.01			n.s.

TABLE W-36

CASH AVAILABLE TO MARRIED FEMALES DURING THE FALL SEMESTER OF 1960 AFTER PAYMENT OF COLLEGE TUITION AND FEES

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	Student (N=34) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=25) (W-2c)	College Grads (N=13) (W-2d)
$3,500 or more	15	-	-	-
3,000 - 3,499	-	31	24	-
2,500 - 2,999	6	31	16	8
2,000 - 2,499	6	14	40	-
1,500 - 1,999	18	10	12	8
1,000 - 1,499	21	3	8	46
500 - 999	15	-	-	15
0 - 499	9	3	-	23
Medians	$1,499	$2,750	$2,375	$1,125
Husband was living in separate household	12	7	-	-
TOTAL PER CENT	102	99	100	100
x^2 =				27.4
d.f. =				3
p. =				.01

TABLE W-37

EXTENT OF FINANCIAL SUPPORT BY PARENTS OF FEMALE GROUPS DURING THE FALL SEMESTER OF 1960

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Cash, tuition, housing, etc.	89	26	-	7	29
Occasional support	11	17	33	37	71
No support received	-	57	67	56	-
TOTAL PER CENT	100	100	100	100	100
x^2 =					28.0
d.f. =					6
p. =					.01

TABLE W-38

AMOUNT OF CASH CONTRIBUTION BY PARENTS OF MARRIED FEMALE STUDENTS DURING THE FALL SEMESTER OF 1960

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
$2,000 - $2,499	-	-	4	-
1,500 - 1,999	-	-	-	-
1,000 - 1,499	11	-	-	-
500 - 999	3	-	4	-
1 - 499	20	13	19	21
No cash received	66	87	74	79
Medians	-	-	-	-
TOTAL PER CENT	100	100	101	100
x^2 =				3.93
d.f.=				3
p. =				n.s.

TABLE W-38b

EXTENT TO WHICH PARENTS OF SINGLE FEMALE STUDENTS PAID FOR COLLEGE EXPENSES DURING THE FALL SEMESTER OF 1960

Group Number	Single Women Students (N=55) (W-1a)
Parents pay everything	56
Parents pay three-quarters	18
Parents pay one-half to three-quarters	11
Parents pay one-quarter to one-half	2
Parents pay some but less than one-quarter	9
Parents pay nothing	4
TOTAL PER CENT	100
x^2 =	3.4
d.f.=	2
p. =	n.s.

TABLE W-39a

ALL SOURCES OF INCOME OF SINGLE FEMALE STUDENTS

GROUP NUMBER	Single Women Students (N=52) (W-1a)
Earnings from own employment	56
My savings	48
Insurance policy	4
Scholarship	27
Contribution from parents	88
Loan	10
Other	4
TOTAL PER CENT	237

TABLE W-40

LARGEST SINGLE SOURCE OF INCOME OF MARRIED AND SINGLE FEMALE STUDENTS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Own employment	9	21	50	37	50
Contributions from parents	71	15	3	11	14
Scholarship	7	9	3	4	-
Veteran's benefits	2	-	20	15	7
Loans	4	-	7	4	7
Husband's employment	-	53	13	22	14
Husband's savings	-	3	3	4	-
Personal savings	4	-	-	-	-
Other	4	-	-	4	7
TOTAL PER CENT	101	101	99	101	99
x^2 =		.1			21.8
d.f. =		2			9
p. =		n.s.			.01

TABLE W-41

PERCEIVED ADEQUACY OF INCOME DURING FALL SEMESTER OF 1960 JUDGED BY FEMALE GROUP

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
More than adequate	24	17	3	15	-	20	16
Adequate	62	63	57	54	36	60	64
Slightly inadequate	11	20	33	27	36	20	20
Very inadequate	4	-	7	4	29	-	-
TOTAL PER CENT	101	100	100	100	101	100	100
x^2 =		.1			9.4		
d.f. =		2			3		
p. =		n.s.			.01		

PRECEDING PAGE MISSING

TABLE W-43

NUMBER OF ITEMS BEING BOUGHT ON TIME PAYMENT BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grade (N=14) (W-2d)
1 (yes)	2	46	53	56	36
0 (no)	98	54	47	44	64
TOTAL PER CENT	100	100	100	100	100
x^2 =					1.8
d.f. =					3
p. =					n.s.

TABLE W-44
TOTAL AMOUNT OF INDEBTEDNESS OF FEMALE GROUPS FOR ITEMS BEING PURCHASED ON INSTALLMENT PLAN

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=54) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grade (N=14) (W-2d)
$3,500 or more	-	14	-	7	7
3,000 - 3,499	-	6	10	-	-
2,500 - 2,999	-	3	3	-	-
2,000 - 2,499	-	6	7	7	-
1,500 - 1,999	-	6	10	11	14
1,000 - 1,499	2	6	17	11	7
500 - 999	4	20	10	19	7
1 - 499	6	20	17	19	29
No indebtedness	89	20	27	26	36
MEDIANS	-	$750.00	$830.00	$650.00	$250.00
TOTAL PER CENT	101	101	101	100	100
x^2 =					1.3
d.f. =					3
p. =					n.s.

TABLE W-45

ATTITUDE OF WIVES TOWARDS HUSBAND'S EMPLOYMENT DURING FALL SEMESTER OF 1960

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	Student (N=32) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Glad that he worked; he was simply doing his share	69	28	41	29
Did not particularly like his working, but it was essential	9	21	30	7
I didn't care one way or the other	-	3	4	7
Husband was not working	22	48	26	57
TOTAL PER CENT	100	100	101	100
x^2 = d.f. = p. =				17.1 6 .01

TABLE W-46
ATTITUDES OF FEMALE GROUPS TOWARDS THEIR OWN FUTURE EMPLOYMENT

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grade (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=25) (W-3b)
Prefer not to work	4	3	40	46	36	11	4
Prefer not to work when children are young but all right later	38	34	23	23	29	56	28
Could work part-time even while children are young	18	23	10	8	29	33	32
Should work until we have children but not afterwards	29	26	23	12	7	-	36
Other	11	14	3	12	-	-	-
TOTAL PER CENT	100	100	99	101	101	100	100
x^2 =	.6				7.2		
d.f. =	3				3		
p. =	n.s.				n.s.		

TABLE W-47

PERCEIVED IMPORTANCE OF WIFE'S FUTURE CAREER COMPARED TO THAT OF HUSBAND'S AS RATED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grade (N=14) (W-2d)
My career is somewhat more important	-	3	-	-	-
Our careers are equally important	18	17	-	7	21
My husband's career is more important	82	80	100	93	79
TOTAL PER CENT	100	100	100	100	100

TABLE W-48

VALUES OF HUSBAND'S COLLEGE EDUCATION AS PERCEIVED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=33) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=26) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Don't particularly want husband to have college education	5	9	-	-	-	13	8
It would give us more interests in common	31	3	-	-	7	-	4
Educated husband is social asset to wife	-	3	-	4	-	-	4
Would need education for present and future employment	47	73	63	65	64	63	76
More effective father and homemaker	16	9	23	8	21	13	8
If he wanted to have a college education I wouldn't stand in his way	-	3	13	23	7	13	-
TOTAL PER CENT	99	100	99	100	99	102	100
x^2 = d.f. = p. =	10.4 2 .01				.7 3 n.s.		

TABLE W-49

VALUES OF A HUSBAND'S POST GRADUATE EDUCATION AS PERCEIVED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
GROUP NUMBER	(N=55) (W-1a)	Student (N=32) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=26) (W-2c)	College Grads (N=14) (W-2d)
Didn't particularly want husband to have graduate education	20	22	17	15	29
It would give us more interests in common	7	-	3	-	7
Employment security	45	62	60	46	50
I wouldn't stand in his way	20	12	17	35	7
Social asset to me	-	-	-	-	7
More effective father	7	3	3	4	-
TOTAL PER CENT	99	99	100	100	100
x^2 =	4.4				4.2
d.f. =	3				4
p. =	n.s.				n.s.

TABLE W-50

AVERAGE AMOUNT OF TIME SPENT BY FEMALE GROUPS IN STUDYING DURING THE PRECEDING WEEK

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS		
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
40 or more hours	2	6	-	8
35-39	11	3	-	4
30-34	5	6	-	8
25-29	20	11	20	8
20-24	36	17	10	20
15-19	15	3	-	4
10-14	5	23	30	20
5- 9	2	23	20	24
0- 4	4	9	20	4
Medians	22.8	13.4	11.2	17
TOTAL PER CENT	100	101	100	100
x^2 =	5.7	1.0	.7	
d.f. =	1.0	1	1	
p. =	.05	n.s.	n.s.	

TABLE W-51

PERCEIVED ADEQUACY OF STUDY CONDITIONS AS RATED BY FEMALE GROUPS

	Single Women Students	Married Women Students		
Group Number	(N=55) (W-1a)	Student (N=35) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3a)
Very Adequate	18	31	20	36
Adequate	73	57	80	48
Inadequate	9	11	-	16
TOTAL PER CENT	100	99	100	100
x^2 =	2.5	1.6	4.1	
d.f.=	2	2	2	
p. =	n.s.	n.s.	n.s.	

TABLE W-52

GENERAL ATTITUDES TOWARDS STUDYING AS EXPRESSED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS		
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Find it exciting and rewarding	38	66	80	62
Mildly interesting	56	29	20	32
Sometimes boring, sometimes interesting	5	6	-	8
TOTAL PER CENT	99	101	100	100
x^2 =	6.5	6.3	9.1	
d.f. =	1	2	2	
p.	.05	.05	.05	

8

TABLE W-53

ESTIMATION OF SOCIAL-RECREATIONAL LIFE AS EXPRESSED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Very adequate	22	23	10	7	-	-	32
Adequate	58	49	45	59	50	60	44
Inadequate	18	23	31	19	43	40	16
Very inadequate	2	6	14	15	7	-	8
TOTAL PER CENT	100	101	100	100	100	100	100
x^2 =	1.0	1.9			3.0		
d.f. =	2	2			3		
p. =	n.s.	n.s.			n.s.		

TABLE W-54

AMOUNT OF TIME SPENT BY FEMALE GROUPS IN RECREATIONAL ACTIVITIES DURING THE PRECEDING WEEK

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=54) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=27) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
35 - 39 hours	-	3	4	4	-	-	4
20 - 34	-	-	-	-	-	-	-
25 - 29	6	-	-	4	-	-	-
20 - 24	26	3	4	4	7	-	4
15 - 19	30	11	1	11	14	10	12
10 - 14	24	23	15	19	7	30	20
5 - 9	9	31	37	33	36	40	28
0 - 4	6	29	41	26	36	20	32
MEDIANS	15.9	7.9	5.8	8.1	6.5	8.3	7.7
TOTAL PER CENT	101	99	102	101	100	100	100
x^2 =	15.5	18.5			1.8	.1	
d.f. =	1	1			3	1	
p. =	.01	.01			n.s.	n.s.	

TABLE W-55

FORMS OF RECREATION ENGAGED IN BY FEMALE GROUPS DURING THE PRECEDING WEEK

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS			
	(N=51) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=28) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Informal social gatherings in the home	71	60	71	78	57
Individual sports (boating, golf, etc.)	39	14	4	11	7
Hobbies aside from sports	53	49	50	44	36
Lectures or discussion groups aside from classes	39	9	-	-	7
Spectator sports	6	3	-	4	14
Concerts, plays, art exhibits	31	29	-	4	7
Social or special interest groups (outing, student paper, etc.)	37	3	-	15	14
College social events (dances, frat. parties, etc.)	57	9	4	4	-
None	-	20	11	11	7
Team athletics	12	-	-	-	-
TOTAL PER CENT	345	196	140	171	149

TABLE W-56

TIME AND ENERGY AVAILABLE FOR COMPANIONSHIP WITH BOYFRIEND (SINGLE WOMEN) OR HUSBAND (WIVES) DURING THE PRECEDING WEEK

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Very adequate	9	11	10	11	21	30	28
Adequate	58	40	23	48	50	30	16
Inadequate	24	20	53	33	21	40	40
Very inadequate	9	29	13	7	7	-	16
TOTAL PER CENT	100	100	99	99	99	100	100
x^2 =		2.5			7.1		
d.f. =		2			9		
p. =		n.s.			n.s.		

TABLE W-57

ADEQUACY OF AMOUNT OF REST AND SLEEP AVAILABLE DURING THE PRECEDING WEEK AS JUDGED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=54) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
More than needed	4	-	7	-	7	-	-
As much as needed	41	57	77	48	43	60	56
Less than needed	56	43	17	52	50	40	44
TOTAL PER CENT	100	100	101	100	100	100	100
x^2 =	1.4	2.3			9.1		
d.f. =	1	1			3		
p. =	n.s.	n.s.			.05		

TABLE W-58

ADEQUACY OF MEALS DURING PRECEDING WEEKS AS JUDGED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=29) (W-3b)
Excellent	29	37	37	33	29	30	42
All right	47	49	57	63	64	60	46
Fair	13	9	7	-	7	10	8
Poor	11	3	-	4	-	-	4
TOTAL PER CENT	100	98	101	100	100	100	100
x^2 =	4.9	2.9			.5		
d.f =	2	2			3		
p. =	n.s.	n.s.			n.s.		

TABLE W-59

SELF-REPORTED HEALTH CONDITIONS OF FEMALE GROUPS DURING FALL SEMESTER OF 1960

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Had major illness, not involving hospital care	-	-	3	7	-	-	-
Two or more minor illnesses	4	-	7	-	7	-	-
One minor illness	16	29	7	7	14	30	28
No illnesses, but often felt tired and/or minor aches and pains	11	6	21	15	21	10	4
No illnesses, and felt good most of the time	69	54	38	67	21	40	60
No illnesses, but pregnant	-	11	24	4	36	20	8
TOTAL PER CENT	100	100	100	100	99	100	100
x^2 =	1.3	-			.8		
d.f. =	2	2			3		
p.	n.s.	n.s.			n.s.		

TABLE W-60

ASSUMPTION OF HOUSEHOLD TASKS AS REPORTED BY WIVES

	MARRIED WOMEN STUDENTS			
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)
Husband and I shared all jobs equally	6	10	-	14
Each responsible for certain jobs, did equal amount of work	23	33	33	14
Husband did nearly all the work	-	-	-	-
I did nearly all the work	23	37	33	50
Worked together on many tasks and occasionally did each other's jobs	46	20	33	21
Doesn't apply-not living together	3	-	-	-
TOTAL PER CENT	101	100	99	99
x^2 =				6.6
d.f. =				6
p. =				n.s.

TABLE W-61

PROVISIONS FOR CARE OF CHILDREN OF MARRIED UNDERGRADUATES AS REPORTED BY WIVES

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Cared for by husband	-	-	4	7	-	-
Cared for by me	11	40	56	29	40	-
Cared for by both of us equally	-	3	7	-	-	-
By baby-sitters	14	10	4	7	50	-
By relatives	-	10	4	-	-	-
Other	3	-	-	-	10	-
We have no child	71	37	26	57	-	100
TOTAL PER CENT	99	100	101	100	100	100
x^2 =				8.9		
d.f. =				3		
p. =				.05		

TABLE W-62

ADEQUACY OF CARE OF CHILDREN OF MARRIED UNDERGRADUATES AS PERCEIVED BY WIVES

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
Care is excellent	9	17	11	21	20	-
good	9	10	4	-	30	-
inadequate	3	-	-	-	10	-
No one else cares for child	9	37	59	21	30	-
We have no child	71	37	26	57	-	100
TOTAL PER CENT	101	101	101	99	100	100

TABLE W-63

PLANNED AND UNPLANNED CHILDREN OF MARRIED UNDERGRADUATE AS REPORTED BY WIVES

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=33) (W-2a)	High School or Less (N=28) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=24) (W-3b)
Have child or children now, or am pregnant now according to plan	15	21	30	43	33	4
Do not have children yet, but this is according to plan	58	25	26	29	-	83
Have child or children now or am pregnant now but not according to plan	30	64	48	29	78	8
Do not have children as yet, but this is not according to plan	3	-	-	7	-	8
Do not believe in planned parenthood	3	18	4	7	-	4
TOTAL PER CENT	109	128	108	115	111	107

TABLE W-64

SOURCES OF FAMILY PLANNING INFORMATION OF MARRIED UNDERGRADUATES AS REPORTED BY WIVES

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=28) (W-2b)	More than High School (N=27) (W-3c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)
Books	57	36	30	43	50	63
Private physician	54	25	56	43	60	54
Friends and relatives	40	18	22	7	20	50
Planned parenthood clinics	17	4	7	21	20	17
Druggist	-	-	4	7	-	-
Do not believe in planned parenthood	3	29	11	14	-	4
Other	3	4	15	7	-	4
Omit	3	-	4	7	-	-
TOTAL PER CENT	177	116	149	149	150	192

TABLE W-65

NUMBER OF HOURS SPENT BY FEMALE GROUPS ON HOUSEHOLD TASKS DURING PRECEDING WEEK

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)
40 or more hours	-	6	33	67	7	20	-
35 - 39	-	6	10	-	7	20	-
30 - 34	-	9	7	4	21	20	4
25 - 29	-	11	7	4	14	10	12
20 - 24	4	26	13	4	14	20	28
15 - 19	-	6	17	11	-	10	4
10 - 14	16	14	3	7	7	-	20
5 - 9	27	17	10	-	7	-	24
Less than 5	53	6	-	4	21	-	8
MEDIANS	4.5	20.4	29.5	40.8	24.5	32.0	14.0
TOTAL PER CENT	100	101	100	101	98	100	100
x^2 =	20.6	.1			13.2	3.9	
d.f. =	1	1			3	1	
p. =	.01	n.s.			.01	.05	

PRECEDING PAGE MISSING

TABLE W-67

PRESENT RELIGIOUS AFFILIATION OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=47) (W-4a)	Married When +20 (N=48) (W-4b)
Protestant	47	49	57	67	57	30	56	58	54
Catholic	9	9	33	22	21	20	4	18	25
Jewish	35	14	-	-	-	10	16	5	4
Other	5	3	7	-	-	-	4	2	6
Unaffiliated	4	17	3	11	14	40	8	14	8
Don't care to say	-	9	-	-	7	-	12	4	2
TOTAL PER CENT	100	101	100	100	99	100	100	101	99
x^2 =	8.2	6.8			2.0			1.6	
d.f. =	3	3			3			3	
p. =	.05	n.s.			n.s.			n.s.	

TABLE W-68

RELIGION IN WHICH FEMALE GROUPS WERE REARED

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Protestant	49	57	60	70	71	65	60
Catholic	9	11	33	19	21	16	27
Jewish	36	17	-	4	-	9	4
Other	2	3	7	-	7	2	6
Unaffiliated	4	6	-	7	-	5	2
Don't care to say	-	6	-	-	-	4	-
TOTAL PER CENT	100	100	100	100	99	101	99
x^2 =	5.0	7.8			1.3	2.4	
d.f. =	3	3			3	2	
p.	n.s.	.05			n.s.	n.s.	

TABLE W-69

PRESENT RELIGIOUS AFFILIATION OF MOTHERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Protestant	49	57	67	70	71	70	58
Catholic	9	11	27	19	21	14	25
Jewish	36	17	-	4	-	9	4
Other	4	3	7	-	7	2	6
Unaffiliated	2	6	-	7	-	2	6
Don't care to say	-	6	-	-	-	4	-
TOTAL PER CENT	100	100	101	100	99	101	99
x^2 =						2.2	
d.f. =						2	
p. =						n.s.	

TABLE W-70

PRESENT RELIGIOUS AFFILIATION OF FATHERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=43) (W-4b)
Protestant	45	49	57	67	71	60	56
Catholic	9	9	30	19	14	14	23
Jewish	36	20	3	-	-	11	4
Other	5	6	7	-	7	4	6
Unaffiliated	5	11	3	15	7	9	10
Don't care to say	-	6	-	-	-	4	-
TOTAL PER CENT	100	101	100	101	99	102	99
x^2 =						2.2	
d.f. =						3	
p. =						n.s.	

TABLE W-71

RELIGIOUS AFFILIATION OF HUSBAND (WIFE GROUPS) OR BOYFRIEND (SINGLE WOMEN GROUPS) IN COMPARISON TO OWN RELIGION

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Have same religion now:							
Brought up in same religion	36	82	67	70	79	73	75
Brought up in different religion	-	12	17	15	7	14	13
Have different religion now:							
Brought up in same religion	2	3	-	-	-	2	-
Brought up in different religion	11	3	17	15	14	12	13
No steady boyfriend	51	-	-	-	-	-	-
TOTAL PER CENT	100	100	101	100	100	100	101
x^2 =		2.8			2.4	.01	
d.f. =		2			3	2	
p. =		n.s.			n.s.	n.s.	

PRECEDING PAGE MISSING

TABLE W-73

MIXED RELIGIOUS AFFILIATIONS OF MARRIED AND SINGLE STUDENT COUPLES

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=25) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)	Married When -20 (N=54) (W-4a)	Married When +20 (N=48) (W-4b)
Catholic-Protestant	7	3	13	8	14	10	-	7	10
Jewish-Protestant	-	-	-	4	-	-	-	2	-
Catholic-Greek Orthodox	-	6	3	-	-	-	-	-	-
Not of mixed religions	36	91	83	88	86	70	100	87	88
Other	4	-	-	-	-	20	-	4	2
Catholic-Jewish	2	-	-	-	-	-	-	-	-
No steady boyfriend	51	-	-	-	-	-	-	-	-
TOTAL PER CENT	100	100	99	100	100	100	100	100	100
x^2 =									.004
d.f. =									1
p. =									n.s.

TABLE W-74

NATIONALITY BACKGROUND OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Native-born of native-born parents	84	83	63	85	86	79	77
Native-born of foreign-born parents	13	11	13	15	7	16	8
Foreign-born of foreign-born parents	4	6	23	-	7	5	15
TOTAL PER CENT	101	100	99	100	100	100	100
x^2 =						3.6	
d.f. =						2	
p. =						n.s.	

TABLE W-75

COUNTRY OF BIRTH OF FATHERS OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS		MARRIED WOMEN STUDENTS				
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
United States	87	80	63	89	86	77	79
England and English Commonwealth	4	-	3	4	-	2	2
Western Europe	4	6	20	4	-	9	8
Eastern Europe	-	6	3	-	-	4	2
Scandinavia	2	-	3	4	-	4	-
Spain, Mexico and Latin America	-	-	3	-	-	-	2
Other	4	9	3	-	14	5	6
TOTAL PER CENT	101	101	98	101	100	101	99
x^2 = d.f. = p. =						.06 1 n.s.	

TABLE W-76

COUNTRY OF BIRTH OF MOTHERS OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
United States	87	86	67	89	86	82	79
England and English Commonwealth	2	-	3	7	-	2	4
Western Europe	4	6	20	-	-	7	8
Eastern Europe	2	6	3	-	7	5	2
Scandinavia	-	-	3	4	-	4	-
Spain, Mexico and Latin America	-	-	3	-	-	-	2
Other	5	3	-	-	7	-	4
TOTAL PER CENT	100	101	99	100	100	100	99

TABLE W-77

COUNTRY OF BIRTH OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
United States	96	94	77	100	93	95	85
Other	4	6	23	-	7	5	15
TOTAL PER CENT	100	100	100	100	100	100	100

TABLE W-78

DEMOGRAPHIC NATURE OF AREA IN WHICH FEMALE SUBJECTS WERE REARED

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=26) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=55) (W-4a)	Married When +20 (N=48) (W-4b)
Farm	5	12	10	12	7	22	8	9	13
Village under 10,000 pop. but not a city suburb	20	24	17	19	29	-	32	16	27
Small city-10,000 to 100,000 pop.	16	8	17	38	21	34	-	24	17
Medium sized city-100,000 to 500,000 pop.	20	15	30	15	7	22	12	24	10
Large city-over 500,000 pop.	27	21	10	-	14	22	20	11	13
Suburb	11	21	17	15	21	-	28	16	21
TOTAL PER CENT	99	101	101	99	99	100	100	100	101
x^2 = d.f. = p. =		- 1 n.s.			17.2 15 n.s.			5.2 5 n.s.	

TABLE W-79

RACE OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School of less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=13) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
Caucasian	100	97	97	100	84	96	96
Negro	-	-	3	-	8	4	-
Mongolian	-	3	-	-	8	-	4
TOTAL PER CENT	100	100	100	100	100	100	100

TABLE W-80

OCCUPATION OF FATHERS OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS						
GROUP NUMBER	(N=55) (W-1a)	Student (N=32) (W-2a)	High School or Less (N=26) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=54) (W-4a)	Married When +20 (N=45) (W-4b)
Professional (Minister (teacher, lawyer, musician, etc.)	38	38	4	19	14	22	43	19	22
Business-managerial	43	41	27	37	64	33	43	37	42
Clerical-sales	8	9	19	4	-	-	14	7	11
Skilled labor	6	9	31	15	21	33	-	20	16
Semi-skilled labor	6	3	19	26	-	11	-	17	9
TOTAL PER CENT	101	100	100	101	99	99	100	100	100
x^2 =					17.3		8.7	2.1	
d.f. =					6		1	4	
p. =					.01		.01	n.s.	

TABLE W-81

OCCUPATION OF MOTHERS OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=26) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Professional	16	14	7	4	7	10	16	7	10
Business-managerial	5	3	7	12	14	-	4	7	8
Clerical-sales	20	20	10	4	7	20	20	16	6
Skilled labor	5	-	-	8	-	-	-	2	2
Semi-skilled labor	4	6	7	8	7	10	4	7	6
Full-time housewife	49	57	70	65	64	60	56	61	67
TOTAL PER CENT	99	100	101	101	99	100	100	100	99
x^2 =					1.2			1.8	
d.f. =					3			2	
p. =					n.s.			n.s.	

TABLE W-82

OCCUPATION OF MOTHERS DURING CHILDHOOD OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
Full-time homemaker	67	74	70	67	79	68	72	63	81
Part-time homemaker, part-time worker	22	15	7	15	7	11	16	14	9
Full-time worker	7	12	23	19	14	11	12	21	11
Other	4	-	-	-	-	-	-	2	-
TOTAL PER CENT	100	101	100	101	100	100	100	100	101
x^2 =					.8			3.9	
d.f. =					3			2	
p. =					n.s.			n.s.	

TABLE W-83

HIGHEST EDUCATIONAL LEVEL ATTAINED BY FATHER OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High. School or Less (N=29) (W-2b)	More than High School (N̄=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=9) (W-3a)	Students Not .Mothers (N=25) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Doctoral or M.D. degree	13	12	3	7	7	11	12	5	10
Master's degree, law or theological degrees	24	9	-	7	-	-	12	4	6
B.A., B.S., etc.	18	18	-	19	36	11	20	14	17
More than two years college,did not graduate	2	6	3	-	-	11	4	2	4
One or two years college	5	12	10	4	-	-	16	7	8
One to two yrs.business or technical education did not attend college	6	3	17	11	-	-	4	13	4
Graduated from high school	20	18	21	15	21	33	12	20	17
8th grade to less than high school graduation	11	24	31	26	14	33	20	29	19
Less than 8th grade	2	-	14	11	21	-	-	5	15
TOTAL PER CENT	101	102	99	100	99	99	100	99	100
x^2 =	2.8	3.1			15.8			4.5	
d.f. =	2	2			6			5	
p. =	n.s.	n.s.			.05			n.s.	

TABLE W-84

HIGHEST EDUCATIONAL LEVEL COMPLETED BY MOTHERS OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=32) (W-2a)	High School or Less (N=28) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Master's law, theological	7	-	4	-	-	-	-	-	2
Graduated from college	20	16	7	11	29	-	20	12	15
More than 2 yrs. college	5	6	-	-	7	-	8	-	6
1 or 2 yrs. college	11	3	-	7	7	-	4	2	6
1 or 2 yrs. business	20	19	14	26	14	20	16	23	13
Graduated from high school	25	31	36	26	14	20	32	32	23
8th grade-less than high school	11	22	32	22	14	50	8	26	19
Less than 8th grade	-	3	7	7	14	-	4	2	13
Other	-	-	-	-	-	10	8	4	4
TOTAL PER CENT	99	100	100	99	99	100	100	101	101
x^2 =	3.7	2.3			8.8	3.89			
d.f. =	2	2			6	1			
p. =	n.s.	n.s.			n.s.	.05			

TABLE W-85

CURRENT ANNUAL INCOME OF PARENTS OF MEMBERS OF FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=43) (W-1a)	Student (N=31) (W-2a)	High School or Less (N=26) (W-2b)	More than High School (N=23) (W-2c)	College Grads (N=13) (W-2d)	Married When -20 (N=48) (W-4a)	Married When +20 (N=44) (W-4b)
$35,000 or more	7	-	-	9	-	4	-
30,000 - 34,999	9	-	-	-	-	-	-
25,000 - 29,999	5	10	-	4	8	4	7
20,000 - 24,999	5	6	-	-	8	2	5
15,000 - 19,999	14	10	4	4	8	4	9
10,000 - 14,999	14	10	19	17	23	13	20
5,000 - 9,999	30	48	50	52	15	56	34
Less than $5,000	16	16	27	13	38	17	25
MEDIANS	$12,250	$8,500	$7,308	$8,542	$8,750	$7,962	$8,666
TOTAL PER CENT	100	100	100	99	100	100	100
x^2 =	1.4	-			1.0	.17	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	n.s.	

TABLE W-86

AGE AT MARRIAGE OF FATHERS OF FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=52) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=27) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=54) (W-4a)	Married When +20 (N=48) (W-4b)
33 or older	12	9	7	7	-	6	6
31 - 32	8	9	-	4	7	7	2
29 - 30	11	12	15	4	-	6	13
27 - 28	19	9	7	4	14	7	9
25 - 26	25	26	11	37	36	26	28
23 - 24	8	18	15	11	29	15	19
21 - 22	12	15	33	15	14	24	15
19 - 20	6	3	4	15	-	4	9
17 - 18	-	-	7	4	-	6	-
MEDIANS	26.5	26.2	23.3	24.8	24.9	25.1	25.5
TOTAL PER CENT	101	101	99	101	100	101	99
x^2 =	.8	1.5			2.9	.25	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	n.s.	

TABLE W-87

AGE AT MARRIAGE OF MOTHERS OF FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=54) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=28) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=55) (W-4a)	Married When +20 (N=48) (W-4b)
33 or older	6	-	4	-	-	-	-
31 - 32	-	3	-	-	-	-	2
29 - 30	6	3	4	-	7	2	4
27 - 28	4	15	11	-	7	7	11
25 - 26	13	15	7	37	29	20	21
23 - 24	31	32	-	11	14	20	11
21 - 22	20	21	11	22	29	11	30
19 - 20	15	12	29	15	-	22	9
17 - 18	6	-	25	15	7	15	9
16 or younger	-	-	11	-	7	4	4
MEDIANS	23.1	23.6	19.5	22.3	23.5	22.8	22.9
TOTAL PER CENT	101	101	102	100	100	101	101
x^2 =	-	.1			11.5	.04	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	n.s.	

TABLE W-88

NUMBER OF SIBLINGS OF FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=25) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
More than 8	-	-	3	-	-	-	-	2	-
8	-	-	7	-	7	-	-	4	2
7	2	-	-	-	-	-	-	-	-
6	-	6	-	4	-	10	4	4	2
5	2	3	7	4	-	-	4	4	4
4	4	-	17	7	7	-	-	4	13
3	9	14	37	11	7	20	12	18	21
2	18	29	23	19	29	30	28	25	23
1	43	34	3	30	36	20	40	28	21
0	24	14	3	26	14	20	12	14	15
MEDIANS	1.1	1.6	3.0	.8	1.5	1.8	1.5	1.8	2.1
TOTAL PER CENT	101	100	100	101	100	100	100	103	101
x^2 =	2.3	-			19.3	.1		.5	
d.f. =	1	1			3	1		1	
p. =	n.s.	n.s.			.01	n.s.		n.s.	

TABLE W-89

PARENTAL MARITAL STATUS OF FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
Married to each other	85	85	83	89	71	84	85
Separated	-	-	-	4	7	5	2
Divorced	2	6	3	4	-	2	-
Father is dead	8	-	3	-	7	7	9
Mother is dead	6	-	-	-	-	-	4
Other	-	-	-	-	-	2	-
TOTAL PER CENT	101	100	99	101	99	100	100
x^2 =					2.2	.03	
d.f. =					3	1	
p. =					n.s.	n.s.	

TABLE W-90

HAPPINESS OF PARENTAL MARRIAGE AS RATED BY FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=33) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
Happy most of the time	67	55	60	78	79	57	74
Happy sometimes or unhappy	20	45	40	22	21	42	26
Unhappy most of time	13	-	-	-	-	-	-
TOTAL PER CENT	100	100	100	100	100	99	100
x^2 =	1.4	5.6			5.0	3.4	
d.f. =	1	1			3	1	
p. =	n.s.	.05			n.s.	n.s.	

TABLE W-91

CHILDHOOD HAPPINESS OF FEMALE GROUP MEMBERS AS RATED BY THEMSELVES

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=54) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (N-4a)	Married When +20 (N=48) (W-4b)
Happy most of the time	76	60	73	78	71	63	77
Happy sometimes or unhappy	20	40	27	22	29	37	23
Unhappy	4	-	-	-	-	-	-
TOTAL PER CENT	100	100	100	100	100	100	100
x^2 =	2.5	-			2.6	2.4	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	n.s.	

TABLE W-92

ADOLESCENT HAPPINESS - FEMALE GROUP MEMBERS AS RATED BY THEMSELVES

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Happy most of the time	44	40	63	63	50	47	60
Happy sometimes or unhappy	44	60	37	37	50	53	40
Unhappy	13	-	-	-	-	-	-
TOTAL PER CENT	101	100	100	100	100	100	100
x^2 =	.2	.8			4.8		2.04
d.f =	1	2			3		2
p. =	n.s.	n.s.			n.s.		n.s.

TABLE W-93

AGE AT FIRST DATE AS REPORTED BY FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=53) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Age at first date							
20 - 21	-	-	3	-	-	-	2
18 - 19	2	-	7	-	7	-	6
16 - 17	9	12	27	15	36	11	31
14 - 15	32	32	37	48	29	39	33
12 - 13	47	50	20	33	21	45	21
10 - 11	9	6	7	4	7	5	6
MEDIANS	13.4	13.2	14.8	14.0	15.0	14.0	15.4
TOTAL PER CENT	99	100	101	100	100	100	99
x^2 =	.1	.3			6.2		5.6
d.f. =	1	1			3		1
p. =	n.s.	n.s.			n.s.		.02

TABLE W-94

AGE AT FIRST STEADY DATING AS REPORTED BY FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=26) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
20 - 21	4	-	3	4	7	-	6
18 - 19	9	15	27	4	36	5	32
16 - 17	29	35	40	23	14	34	28
14 - 15	42	38	27	54	29	48	26
12 - 13	9	6	3	12	-	9	2
10 - 11	-	-	-	-	7	-	2
Never went steady	7	6	-	4	7	4	4
MEDIANS	15.3	15.7	16.5	14.9	17.0	15.7	17.5
TOTAL PER CENT	100	100	100	101	100	100	100
x^2 =	.2	.3			7.7	8.3	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	.01	

TABLE W-95

NUMBER OF BOYS WITH WHOM FEMALE SUBJECTS WENT STEADY AS REPORTED BY THEMSELVES

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=52) (W-1a)	Student (N=32) (W-2a)	High School or Less (N=26) (W-2b)	More than High School (N=26) (W-2c)	College Grads (N=13) (W-2d)	Married When -20 (N=49) (W-4a)	Married When +20 (N=47) (W-4b)
9 or more	4	-	-	-	-	-	-
8	-	-	-	-	-	-	-
7	4	-	-	-	8	-	2
6	4	3	4	8	-	6	2
5	2	12	8	12	-	10	9
4	4	3	8	19	8	10	9
3	12	19	23	8	8	16	15
2	21	31	27	19	38	31	26
1	42	22	31	27	31	22	30
0	8	9	-	8	8	4	9
MEDIANS	1.5	1.6	1.7	1.8	1.3	2.3	2.0
TOTAL PER CENT	101	99	101	101	101	99	102
x^2 =	-	.3			1.0	1.04	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	n.s.	

TABLE W-96

AGE OF MARRIED AND SINGLE WOMEN STUDENTS AT TIME OF FIRST MENSTRUATION

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=54) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=28) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
20 - 21	-	-	-	-	-	-	-
18 - 19	-	-	-	4	-	2	-
16 - 17	-	3	-	-	7	2	2
14 - 15	13	18	11	11	7	7	19
12 - 13	59	50	57	44	57	49	52
10 - 11	28	29	32	41	29	38	27
Don't know	-	-	-	-	-	2	-
MEDIANS	12.0	12.3	12.1	11.9	12.3	12.5	12.9
TOTAL PER CENT	100	100	100	100	100	100	100
x^2 =	.2				.7	1.7	
d.f. =	1				3	1	
p. =	n.s.				n.s.	n.s.	

TABLE W-97

AGE AT FIRST KISSING A BOY AS REPORTED BY FEMALE GROUP MEMBER

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
	(N=54) (W-1a)	Student (N=33) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
20 - 21	-	-	3	-	-	-	2
18 - 19	4	3	7	-	7	-	9
16 - 17	13	15	38	15	36	11	38
14 - 15	44	39	31	59	50	54	32
12 - 13	36	36	16	26	7	32	15
10 - 11	2	6	3	-	-	2	4
Don't know	-	-	-	-	-	2	-
MEDIANS	14.4	13.9	15.4	14.3	15.2	14.6	15.9
TOTAL PER CENT	99	99	98	100	100	101	100
x^2 =	-	.1			4.6	7.1	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	.01	

TABLE W-98

AGE AT WHICH FIRST EXPERIENCED PRE-MARITAL LIGHT PETTING AS REPORTED BY FEMALE GROUP MEMBERS

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=13) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
20 - 21	-	9	13	4	15	2	19
18 - 19	20	21	27	11	31	16	28
16 - 17	40	29	20	44	15	43	13
14 - 15	16	24	3	15	8	21	4
12 - 13	-	9	3	-	-	4	4
10 - 11	-	-	-	-	-	-	-
Didn't engage in petting	24	3	27	22	23	9	26
(No answer(or don't know)	-	6	7	4	8	5	6
MEDIANS	16.5	16.4	18.0	16.5	18.3	16.8	18.9
TOTAL PER CENT	100	101	100	100	100	100	100
x^2 =	-	.2			8.5	13.3	
d.f. =	1	1			3	1	
p.	n.s.	n.s.			.05	.01	

TABLE W-99

AGE AT WHICH FIRST EXPERIENCED PRE-MARITAL HEAVY PETTING AS REPORTED BY FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
20 - 21	7	20	10	4	36	4	29
18 - 19	20	20	17	48	29	40	13
16 - 17	20	23	10	15	7	21	8
14 - 15	-	14	3	-	-	9	2
Did not engage in heavy petting	53	17	53	30	21	21	42
No answer	-	6	7	4	7	5	6
MEDIANS	17.8	17.6	18.3	18.3	19.5	18.3	20.2
TOTAL PER CENT	100	100	100	101	100	100	100
x^2 =	.1*	0*			2.5	7.2	
d.f. =	1	1			3	1	
p. =	n.s.	n.s.			n.s.	.01	
* MEDIANS							
Did vs.did not x^2 =	10.3	3.2					
d.f. =	1	1					
p. < =	.01	n.s.					

TABLE W-100

AGE AT WHICH FIRST EXPERIENCED PRE-MARITAL SEX RELATIONS REPORTED BY FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
20 - 21	2	6	10	4	36	5	17
18 - 19	4	17	7	41	14	26	13
16 - 17	4	11	10	7	-	14	2
14 - 15	-	6	-	-	-	4	-
Did not engage in pre-marital intercourse	90	54	67	44	43	46	63
No answer	-	6	7	4	7	5	6
MEDIANS	-	17.8	18.5	18.4	20.1	18.5	20.1
TOTAL PER CENT	100	100	101	100	100	100	101
x^2 =	13.5	17.4			4.7	4.5	
d.f. =	1	1			3	1	
p. =	.01	.01			n.s.	.05	

TABLE W-101

NUMBER OF TIMES SINGLE AND MARRIED WOMEN WERE ENGAGED OTHER THAN TO HUSBAND

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grade (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Engaged twice	-	-	-	7	-	2	2
Engaged once	18	3	14	11	14	9	10
Engaged only to husband	-	82	86	81	86	3	80
No engagement	82	15	-	-	-	26	8
TOTAL PER CENT	100	100	100	99	100	100	100
x^2 =						-	
d.f. =						1	
p. =						n.s.	

TABLE W-102

LENGTH OF ENGAGEMENT TO HUSBAND AS REPORTED BY WIVES

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
2.5 - 2.99	-	-	3	11	-	2	6
2 - 2.49	-	3	-	-	-	-	2
1.5 - 1.99	-	11	-	4	-	2	8
1 - 1.49	-	11	23	11	36	12	25
.5 - .99	7	37	20	30	36	35	23
0 - .49	4	26	37	11	21	23	27
No engagement	89	11	17	33	7	26	8
MEDIANS		.75	.63	.87	.84	.70	.40
TOTAL PER CENT	100	99	100	100	100	100	99
x^2 =					1.3	1.7	
d.f. =					3	1	
p.					n.s.	n.s.	

TABLE W-103a

LENGTH OF TIME KNEW HUSBAND PRIOR TO MARRIAGE AS REPORTED BY WIVES

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
5 years or more	14	13	33	-	-	-
4.5 - 5 years	9	3	7	-	5	6
4 - 4.5	6	-	7	7	5	4
3.5 - 4	-	10	-	7	18	25
3 - 3.5	9	-	7	14	7	6
2.5 - 3	9	7	-	21	7	8
2 - 2.5	6	13	4	7	7	8
1.5 - 2	11	7	4	14	7	10
1 - 1.5	14	17	19	7	23	4
.5 - 1	20	20	15	7	14	21
0 - .5	3	10	4	14	7	6
MEDIANS	2.1	1.8	3.4	2.5	1.9	2.5
TOTAL PER CENT	101	100	100	98	100	98
x^2 =				2.4		.8
d.f. =				3		1
p. =				n.s.		n.s.

TABLE W-103 b

DATING STATUS OF SINGLE WOMEN DURING FALL 1960 SEMESTER

GROUP NUMBER	SINGLE WOMEN STUDENTS (N=55) (W-1a)
Not dating	4
Playing the field	58
Going steady	20
Pinned	7
Engaged	11
TOTAL PER CENT	100

TABLE W-104a

MATERNAL ATTITUDE TOWARDS COLLEGE MARRIAGE AS REPORTED BY FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4d)
Favorable	-	40	23	37	21	37	27
Neutral	51	20	7	11	29	16	21
Unfavorable	45	26	13	15	14	21	8
Did not marry while in college	-	14	53	33	29	25	40
Mother was not living	4	-	3	4	7	2	4
TOTAL PER CENT	100	100	99	100	100	101	100
x^2 = d.f. = p. =					15.5 9 n.s.	2.8 2 n.s.	

TABLE W-105a

PATERNAL ATTITUDE TOWARDS COLLEGE MARRIAGE AS REPORTED BY FEMALE GROUP MEMBERS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=48) (W-4b)
Favorable	2	44	13	33	36	38	25
Neutral	44	24	20	22	21	18	27
Unfavorable	45	12	10	7	7	16	2
Did not marry while in college	-	15	50	33	29	23	40
Father was not living	9	6	7	4	7	5	6
TOTAL PER CENT	100	101	100	99	100	100	100
x^2 =					11.9	6.6	
d.f. =					9	2	
p. =					n.s.	.05	

TABLE W-106a

PRESENT MATERNAL ATTITUDE TOWARD STUDENT MARRIAGE ACCORDING TO FEMALE GROUP MEMBERS

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=34) (W-2a)	High School or Less (N=29) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Married When -20 (N=56) (W-4a)	Married When +20 (N=46) (W-4b)
More favorable than at time of marriage	59	48	59	57	65	46
About the same	41	44	37	36	33	48
Mother is not living	-	7	4	7	2	7
TOTAL PER CENT	100	99	100	100	100	101
x^2 =				.6	3.0	
d.f. =				3.	1	
p. =				n.s.	n.s.	

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TABLE W-108a

ATTITUDE OF PARENTS OF SINGLE WOMEN TOWARDS THEIR PRESENT PLANS FOR A COLLEGE MARRIAGE

	SINGLE WOMEN STUDENTS
GROUP NUMBER	(N=50) (W-1a)
Do not oppose my planned marriage	2
Do not plan to get married while I am still in college	90
Think that both my fiance and I should finish college before we marry	16
Think I am too young	4
Think we haven't enough money	6
Don't like my fiance	2
TOTAL PER CENT	120

TABLE W-109

REASONS GIVEN BY MARRIED MEN FOR MARRYING WHILE IN COLLEGE

	MARRIED WOMEN STUDENTS					
GROUP NUMBER	Student (N=35) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=13) (W-2d)	(*) Married When -20 (N=57) (W-4a)	(*) Married When +20 (N=47) (W-4b)
Thought we could finance it through our own efforts	37	27	33	38	33	34
We were so attracted to each other we couldn't stand strain of not being married	49	20	37	46	42	32
Thought we could finance it with help of parents	20	3	11	15	16	9
I was pregnant	9	3	7	-	11	-
Future seemed uncertain; seemed no point in waiting	6	7	4	15	9	4
Other (waited long enough, in love, etc.)	3	-	22	-	-	-
Doesn't apply	14	57	37	23	26	40
Marriage more important than education	-	-	-	-	5	4
Felt marriage an incentive for education	-	-	-	-	4	-
TOTAL PER CENT	138	117	151	137	146	122

* See note on 6.109

TABLE W-109a

REASONS GIVEN BY SINGLE WOMEN FOR NOT MARRYING WHILE IN COLLEGE

	SINGLE WOMEN STUDENTS
GROUP NUMBER	(N=51) (W-1a)
Doesn't apply	6
Can't finance it through our own efforts	14
Cannot finance it and will not accept help from parents	4
Can't finance it ourselves--parents refuse to help	8
Feel we aren't psychologically ready to get married	6
Feel our education is more important than our marriage	29
Had no person whom I wished to marry	57
Boyfriend did not wish to marry me	8
TOTAL PER CENT	132

TABLE W-110a

PRESENT ATTITUDE OF WIVES AS TO TIME OF THEIR MARRIAGE

	MARRIED WOMEN STUDENTS							
GROUP NUMBER	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
When I did	65	73	89	86	40	75	77	77
Sooner than I did	12	7	-	14	10	13	7	9
After we finished our education	12	17	7	-	20	8	11	9
Later in life	12	3	4	-	30	4	5	6
TOTAL PER CENT	101	100	100	100	100	100	100	101
x^2 = d.f. = p. =				5.7 3 n.s.	3.63 1 n.s.		.2 2 n.s.	

TABLE W-111

SERIOUSLY UPSETTING PROBLEMS DURING PAST WEEK AS REPORTED BY FEMALE GROUPS

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=13) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)	Married When -20 (N=57) (W-4a)	Married When +20 (N=47) (W-4b)
Not enough money	10	12	20	26	46	30	4	26	17
Not enough time or energy	40	32	30	30	31	30	38	28	34
Concern over studies	52	35	-	4	-	40	33	16	9
Difficulties in sex adjustment	10	12	3	4	-	10	13	7	4
Conflict with my parents (or husband's parents)	12	3	3	-	8	10	-	6	-
Conflict with boyfriend or husband	15	6	13	4	8	10	-	14	-
Problem of child care	-	6	7	11	-	10	-	11	2
Other	10	15	-	-	8	20	13	5	6
No serious problems	31	41	53	44	38	20	46	39	51
TOTAL PER CENT	180	162	129	123	139	180	147	152	123
x^2 =						1.1		1.6	
d.f. =						1		1	
p. =						n.s.		n.s.	

TABLE W-112a

SELF-RATED MARITAL HAPPINESS OF WIVES AND SITUATIONAL HAPPINESS OF SINGLE WOMEN

	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS							
GROUP NUMBER	(N=55) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
Mostly happy	73	91	70	85	100	70	100	81	89
Equal mixture of happiness and unhappiness	20	3	27	11	-	10	-	13	11
Unhappy	7	6	3	4	-	20	-	7	-
TOTAL PER CENT	100	100	100	100	100	100	100	101	100
x^2 =						4.6			
d.f. =						1			
p. =						.05			

TABLE W-113a

ESTIMATION OF MARRIAGE AT PRESENT AS COMPARED TO EXPECTATIONS AS REPORTED BY WIVES

	MARRIED WOMEN STUDENTS							
GROUP NUMBER	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=14) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)	Married When -20 (N=56) (W-4a)	Married When +20 (N=47) (W-4b)
Better than I expected	50	47	56	43	50	50	51	47
About what I expected	38	40	33	57	30	42	35	47
Poorer than I expected	12	13	11	-	20	8	14	6
TOTAL PER CENT	100	100	100	100	100	100	100	100
x^2 =								2.4
d.f. =								2
p. =								n.s.

TABLE W-114

CHIEF SOURCES OF SATISFACTION DURING PAST WEEK AS REPORTED BY WIVES

GROUP NUMBER	MARRIED WOMEN STUDENTS							
	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More Than High School (N=27) (W-2c)	College Grads (N=13) (W-2d)	Student Mothers (N=10) (W-3a)	Students Not Mothers (N=24) (W-3b)	Married When -20 (N=57) (W-4a)	Married When +20 (N=46) (W-4b)
Shared companionship	94	63	70	85	80	100	75	80
Sense of being loved and accepted	76	67	78	85	60	83	75	74
Sex fulfillment	50	43	63	69	30	63	56	52
Creating a home together	47	53	44	62	50	46	47	54
Good living conditions	44	43	44	38	40	33	46	41
Our children	26	53	63	38	90	-	46	41
Greater motivation to study	24	3	4	8	10	33	14	7
Other	-	-	-	-	-	-	-	2
Doesn't apply; not satisfying	-	-	-	-	-	-	-	2
TOTAL PER CENT	329	325	366	385	360	360	359	353

TABLE W-114a

CHIEF SOURCES OF SATISFACTION DURING PAST WEEK AS REPORTED BY SINGLE WOMEN

GROUP NUMBER	SINGLE WOMEN STUDENTS (N=52) (W-1a)
Companionship with friends	88
Sense of being loved and accepted by boyfriend	44
Good living conditions	56
Sex fulfillment	15
Classes and studying	54
Nothing very satisfying	-
TOTAL PER CENT	257

TABLE W-115

DESIRED ASSISTANCE WITH PERSONAL PROBLEMS AS REPORTED BY FEMALE GROUPS

GROUP NUMBER	SINGLE WOMEN STUDENTS	MARRIED WOMEN STUDENTS					
	(N=52) (W-1a)	Student (N=34) (W-2a)	High School or Less (N=30) (W-2b)	More than High School (N=27) (W-2c)	College Grads (N=13) (W-2d)	Married When <20 (N=57) (W-4a)	Married When >20 (N=46) (W-4b)
No help needed	60	71	67	78	77	65	80
Would like a college course in marriage and the family	25	66	7	7	8	11	2
Would like access to good books on marriage and the family	15	21	13	7	15	16	13
Would like an informal discussion group on personal adjustment	17	12	3	-	8	7	4
Would like an informal discussion on parent education	-	9	13	4	23	12	9
Would like help from a professional counselor	6	9	10	7	-	11	4
Other	17	-	-	-	-	7	-
TOTAL PER CENT	140	188	113	103	131	129	112

TABLE H.U. 6

PLANS FOR GRADUATE WORK AS PERCEIVED BY FEMALE SINGLE AND MARRIED STUDENTS (OR WIVES OF STUDENTS) WHO RATE THEMSELVES AS HAPPY OR UNHAPPY

Group Number	Single Females		Married Females	
	Happy N=30	Unhappy N=15	Happy N=88	Unhappy N=16
Doctoral, law, theology, degree and other advanced work	16	13	8	-
Master's degree	3	53	16	19
Does not plan to go on	80	27	17	-
Does not apply	-	7	59	81
TOTAL PER CENT	99	100	100	100
x^2 =	21.8		*freq. too small	
d.f. =	2			
p =	.01			

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TABLE H.U. 9

ATTITUDE TOWARDS GRADUATE WORK AS PERCEIVED BY MARRIED AND SINGLE MALES
(SEE TABLE H.U.6)

GROUP NUMBER	Single Males		Married Males	
	Happy N=23	Unhappy N=14	Happy N=87	Unhappy N=15
Primary importance	9	14	17	13
Important	22	50	44	47
Only somewhat important	39	29	28	13
Unimportant	30	7	6	20
Doesn't apply--already has graduate degree	-	-	6	7
TOTAL PER CENT	100	100	101	100
x^2 =	4.1		-	
d.f. =	1		1	
p =	.05		n.s.	

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TABLE H.U. 17

AGE IN YEARS OF FEMALE SINGLE AND MARRIED STUDENTS (OR WIVES OF STUDENTS) WHO .... (SEE TABLE 6)

Group Number	Single Females		Married Females	
	Happy N=40	Unhappy N=15	Happy N=89	Unhappy N=16
34 and older	-	-	1	6
32 - 33	-	-	2	6
30 - 31	-	-	4	6
28 - 29	-	-	4	6
26 - 27	3	-	8	19
24 - 25	-	-	16	25
22 - 23	3	7	29	13
20 - 21	33	40	29	13
18 - 19	60	53	6	6
Less than 18	3	-	-	-
TOTAL PER CENT	102	100	99	100
x^2 =	.7		4.5	
d.f. =	1		1	
p =	n.s.		.05	

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TABLE H.U. 19

NUMBER OF YEARS MARRIED BY MALE AND FEMALE UNDERGRADUATE MARRIED STUDENTS (OR WIVES OF STUDENTS) WHO .... (SEE TABLE 6)

GROUP NUMBER	Married Males		Married Females	
	Happy N=87	Unhappy N=15	Happy N=89	Unhappy N=16
9 or more years	6	7	4	6
8	2	13	3	19
7	2	-	2	-
6	3	7	1	13
5	9	7	8	13
4	1	20	4	13
3	9	7	10	6
2	16	20	13	31
1	23	7	24	-
Less than 1 year	28	13	29	-
TOTAL PER CENT	99	101	98	101
x^2 =	3.8		10.9	
d.f. =	1		1	
p =	.05		.01	

PRECEDING PAGE MISSING

TABLE R.U. 21

YEARS IN COLLEGE AT TIME OF MARRIAGE OF FEMALE UNDERGRADUATE COLLEGE STUDENTS (OR WIVES OF STUDENTS) WHO.... (SEE TABLE 6)

	Married Females	
GROUP NUMBER	Happy N=86	Unhappy N=15
Married before college	15	53
Freshman	7	-
Sophomore	12	13
Junior	16	-
Senior	9	-
Married after graduation from college	14	-
Not in college when married--had dropped out	27	33
TOTAL PER CENT	100	99
x^2 =	12.2	
d.f. =	2	
p =	.01	

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TABLE H.U. 23

NUMBER OF CHILDREN OF HUSBAND AND WIFE UNDERGRADUATE
STUDENTS (OR SPOUSES OF STUDENTS) WHO ....(SEE TABLE 6)

	Married Males		Married Females	
GROUP NUMBER	Happy N=87	Unhappy N=15	Happy N=89	Unhappy N=16
5 children	1	-	-	-
4	1	-	1	-
3	3	7	1	13
2	16	27	16	38
1	25	47	26	50
No children	53	20	56	-
TOTAL PER CENT	99	101	100	101
x^2 =	3.8		14.8	
d.f. =	1		1	
p =	.05		.01	

PRECEDING PAGES MISSING

TABLE H.U. 26

TYPE OF HOUSING OF STUDENT WIVES (OR WIVES OF STUDENTS) WHO RATE THEMSELVES AS HAPPY OR UNHAPPY

	Married Females	
GROUP NUMBER	Happy N=89	Unhappy N=16
Married Student Housing	47	75
Rented House/Apartment	37	6
Living with Parents/ Relatives	4	6
Own Home	9	13
Other	2	-
TOTAL PER CENT	99	100
x^2 =	6.1	
d.f. =	2	
p =	.05	

PRECEDING PAGES MISSING

TABLE H.U. 53

PERCEIVED ADEQUACY OF SOCIAL RECREATIONAL LIFE OF MARRIED AND SINGLE UNDERGRADUATE MALE STUDENTS WHO .... (SEE TABLE 6)

	Single Males		Married Males	
GROUP NUMBER	Happy N=23	Unhappy N=14	Happy N=87	Unhappy N=15
Very adequate	43	14	8	7
Adequate	48	36	55	47
Inadequate	4	21	22	13
Very inadequate	4	29	15	33
TOTAL PER CENT	99	100	100	100
x^2 = d.f. = p =	6.0 1 .05		.5 1 n.s.	

PRECEDING PAGES MISSING

TABLE H.U. 57

PERCEIVED ADEQUACY OF AMOUNT OF TIME FOR SLEEP AS PERCEIVED BY SINGLE AND MARRIED FEMALE STUDENTS (OR WIVES OF STUDENTS). (SEE TABLE 6)

	Single Females		Married Females	
GROUP NUMBER	Happy N=40	Unhappy N=14	Happy N=89	Unhappy N=16
More than needed As much as needed Less than needed	5 48 48	- 21 79	3 61 36	- 44 56
TOTAL PER CENT	101	100	100	100
x^2 = d.f. = p =	4.1 1 .05		3.2 1 n.s.	

PRECEDING PAGES MISSING

TABLE H.U. 61

PROVISIONS FOR CHILD CARE BY UNDERGRADUATE STUDENT WIFE MOTHERS (OR WIVES OF STUDENTS) WHO .... (SEE TABLE 6)

	Married Females	
GROUP NUMBER	Happy N=89	Unhappy N=16
Cared for by husband	2	-
Cared for by me	31	44
By both equally	2	6
By baby sitters	7	25
By relatives	1	19
Other	-	6
We have no child	56	-
TOTAL PER CENT	99	100
x^2 =	4.4	
d.f. =	1	
p =	.05	

PRECEDING PAGES MISSING

TABLE H.U. 65

AMOUNT OF TIME SPENT PER WEEK ON HOUSEHOLD TASKS ACCORDING TO SINGLE AND MARRIED FEMALE STUDENTS (OR WIVES OF STUDENTS) WHO .... (SEE TABLE 6)

	Single Females		Married Females	
GROUP NUMBER	Happy N=40	Unhappy N=15	Happy N=89	Unhappy N=16
40 or more hours	-	-	27	56
35 - 39	-	-	4	13
30 - 34	-	-	8	-
25 - 29	-	-	4	19
20 - 24	5	-	18	-
15 - 19	-	-	11	13
10 - 14	15	20	12	-
5 - 9	25	33	10	-
Less than 5 hours	55	47	4	-
TOTAL PER CENT	100	100	98	101
x^2 =			10.3	
d.f. =			1	
p =	n.s.		.01	

PRECEDING PAGES MISSING

TABLE M-68

RELIGION IN WHICH MALE GROUPS WERE REARED

Group Number	Single Men Students (N=46) (M-1a)	Married Men Students (N=74) (M-1b)
Protestant	36	74
Catholic	30	18
Jewish	26	-
Other	2	4
Unaffiliated	2	4
Don't care to say	4	-
TOTAL PER CENT	100	100
x =		8.6
d.f. =		1
p. =		.01

PRECEDING PAGES MISSING

TABLE H.U. 90

RATING OF PARENT'S MARRIAGE BY MARRIED AND SINGLE FEMALE STUDENTS (OR WIVES OF STUDENTS) WHO RATE THEMSELVES ....

	Single Females		Married Females	
GROUP NUMBER	Happy N=40	Unhappy N=15	Happy N=88	Unhappy N=15
Happy most of time	78	40	69	47
Sometimes happy or unhappy	23	60	31	53
TOTAL PER CENT	101	100	100	100
x^2 = d.f.= p =	7.0 1 .01		2.9 1 n.s.	

TABLE H.U. 91

RATING OF CHILDHOOD HAPPINESS BY MARRIED AND SINGLE FEMALE STUDENTS (OR WIVES OF STUDENTS) WHO ....

GROUP NUMBER	Single Females		Married Females	
	Happy N=40	Unhappy N=14	Happy N=89	Unhappy N=16
Happy most of time	83	57	75	44
Happy sometimes or unhappy	18	43	25	56
TOTAL PER CENT	101	100	100	100
x^2 =	2.4		5.1	
d.f. =	1		1	
p =	n.s.		.05	

TABLE H.U. 92

RATING OF OWN ADOLESCENCE BY MARRIED AND SINGLE FEMALE STUDENTS (OR WIVES OF STUDENTS) WHO ....

	Single Males		Married Males		Single Females		Married Females	
GROUP NUMBER	Happy N=23	Unhappy N=14	Happy N=87	Unhappy N=14	Happy N=40	Unhappy N=15	Happy N=89	Unhappy N=16
Happy most of the time	96	50	63	29	48	33	60	25
Happy sometimes, or unhappy	4	50	37	71	53	67	40	75
TOTAL PER CENT	100	100	100	100	101	100	100	100
x^2 = d.f. = p =	8.2 1 .01		6.0 1 .05		.1 1 n.s.		6.5 1 .05	

PRECEDING PAGE MISSING

TABLE H.U. 110

ATTITUDE TOWARDS TIME OF MARRIAGE AS PERCEIVED BY MARRIED FEMALE STUDENTS (OR WIVES OF STUDENTS) WHO ....

	Married Females	
GROUP NUMBER	Happy N=89	Unhappy N=16
When I did	83	38
Sooner than I did	8	6
After we finished education	6	38
Later in life	3	19
TOTAL PER CENT	100	101
x^2 = d.f. = p =	21.8 1 .01	

PRECEDING PAGES MISSING

TABLE H.U. 113

EVALUATION OF MARRIAGE AS PERCEIVED BY MARRIED WOMEN STUDENTS (OR WIVES OF STUDENTS) WHO ....

	Married Females	
GROUP NUMBER	Happy N=89	Unhappy N=16
Better than expected	55	19
Just what I expected	40	38
Poorer than expected	4	44
TOTAL PER CENT	99	101
x^2 =	7.2	
d.f. =	1	
p =	.01	